THE NATION'S REPORT CARD

**NAEP**

1994 Assessment
GEOGRAPHY-PUBLIC RELEASE
Grade 8

Number of Items: 47

In this section, you will have 25 minutes to answer 17 questions. Mark your answers in your booklet. Fill in only one oval for each question or write your answer on the lines. In some of the questions you may be asked to draw a map or a chart. You will be given a space to draw your answers for questions of this sort. You have been given a ruler to help you measure distances on maps and to help you draw. You may use this ruler whenever you wish. Please think carefully about your answers. When you are writing your answers, be sure that your handwriting is clear.

Do not go past the **STOP** sign at the end of the section. If you finish before time is called, you should go over your work again.

PLEASE TURN THE PAGE AND BEGIN NOW.

ESTIMATED WORLD OIL RESERVES, 1986
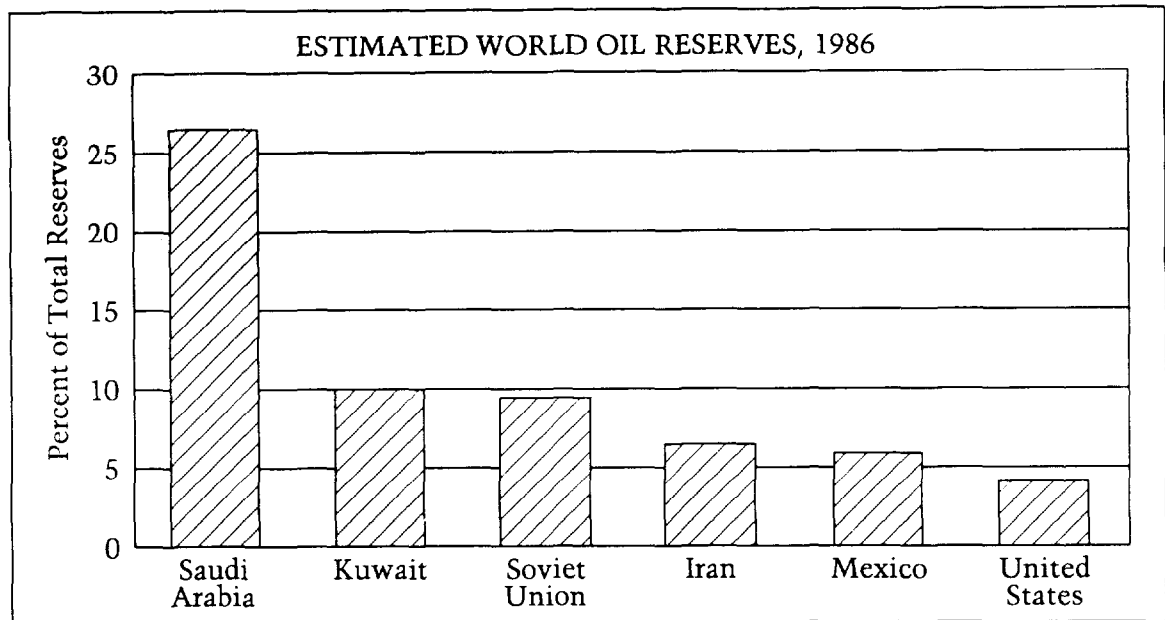
KJ000691

1. According to the graph above, the largest oil reserves in 1986 were in the

   A Gulf of Mexico

   B Caribbean region

   C Persian Gulf region

   D Gulf of Guinea   KJ000692

2. Which is the main reason that many early peoples settled in river valleys?

A River valleys tended to be cooler than highland regions.

B River valleys were virtually free of danger from wild animals.

C River valleys were easier to defend from attack than were highland regions.

D River valleys were fertile because floodwaters left rich soil on the banks.

KJ000612

3. What would a scientist probably study to predict where acid rain would fall?

A The atomic structures of sulfur, nitrogen, and oxygen

B Mass-transit systems that serve major cities

C Wind patterns that prevail over major manufacturing areas

D The location of sewage-treatment plants

KJ000617

4. What are the conditions that make the tundra difficult for human settlement?

_____

_____

_____

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_____

KJ000824

5. Which of the following people would probably have the greatest choice of places to live?

A Cattle rancher

B Nurse

C Miner

D Oil-refinery technician

KJ000618

6. In ancient Greece, most towns were built on the tops of hills primarily because

A it was easier to find water on hilltops than in lowlands

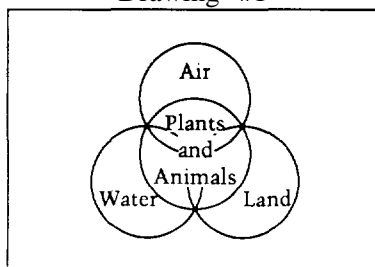**B** temperatures were warmer at high elevations

C defending a hill town was easier than defending a lowland town

D people in early Greece did not rely on farming for food   KJ000843
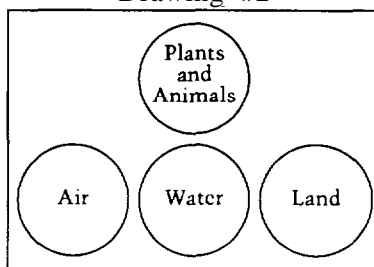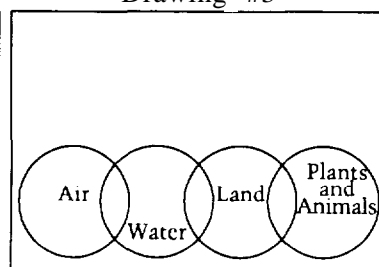
THE EARTH'S GEOSYSTEMS

Drawing #1   Drawing #2   Drawing #3

7. Drawing #1 is a better way of showing the Earth's systems than is drawing #2 or drawing #3. Explain why.

_____

_____

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KJ000914

8. Nuclear energy can be developed for peaceful purposes.

What is one argument in favor of developing nuclear energy for peaceful purposes?

_____

_____

_____

What is one argument against developing nuclear energy for peaceful purposes?

_____

_____

_____

KJ000823

9. What is an important reason that skyscrapers were built in American cities?

A Construction companies liked to build structures that made residents feel as if they lived in single-family houses.

B Skyscrapers allowed tenants to create a closer community.

C Skyscrapers allowed people to use small amounts of land more efficiently.

D Citizens wanted to be safe from street crime.   KJ000842

GRAND ISLAND

Key
∧∧∧ = Mountains
～ = River
• = City

Scale: 1″ = 5 miles
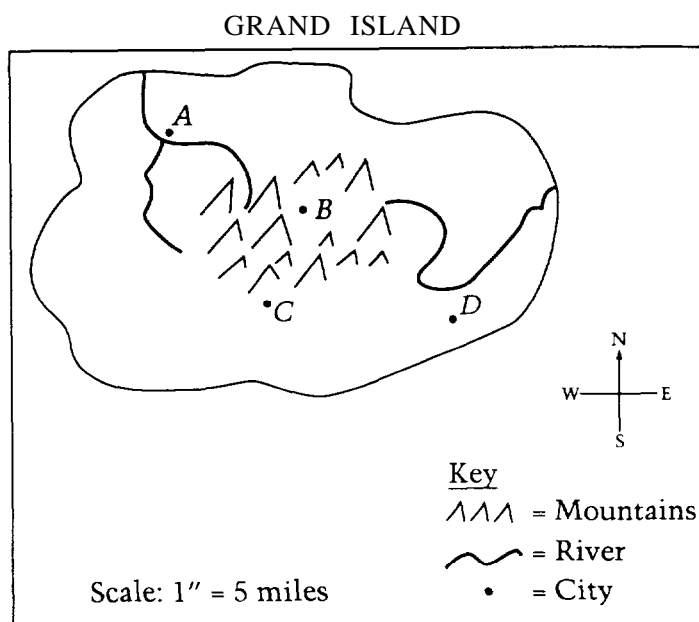
10. The island shown on the map above has four cities—A, B, C, and D. Based only on the geographical features shown on the map, which city probably has the largest population?

A City A

B City B

C City C

D City D

KJ000689

11. Detergents upset the natural balance of

A ocean currents

B the atmosphere

C climatic conditions

D lakes and streams

KJ000832

GO ON TO THE NEXT PAGE

12. Quebec can be considered a cultural region because of its

   A landforms

   B climate

   C language

   D economy   HJ000825

13. What contributes to the greenhouse effect?

   A Soil erosion

   B Burning fuels such as oil, coal, and gas

   C Failure to use crop rotation

   D Water pollution   KJ000834

14. In the space below, list one product that people in the United States eat, drink, or use every day that typically comes from another country. Then explain why the United States imports the product from another country.

_____

_____

_____

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_____

KJ000836
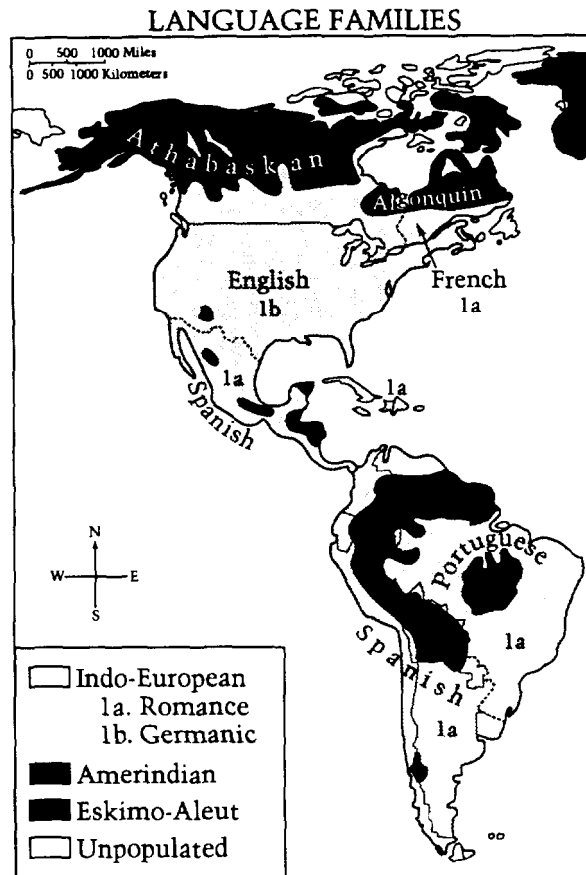
LANGUAGE FAMILIES

Indo-European
　1a. Romance
　1b. Germanic
Amerindian
Eskimo-Aleut
Unpopulated

15. What historical trends explain the language patterns shown in the map above? Be as specific as possible in your answer.

_____

_____

_____

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KJ000800

Questions 16-17 refer to the map below.
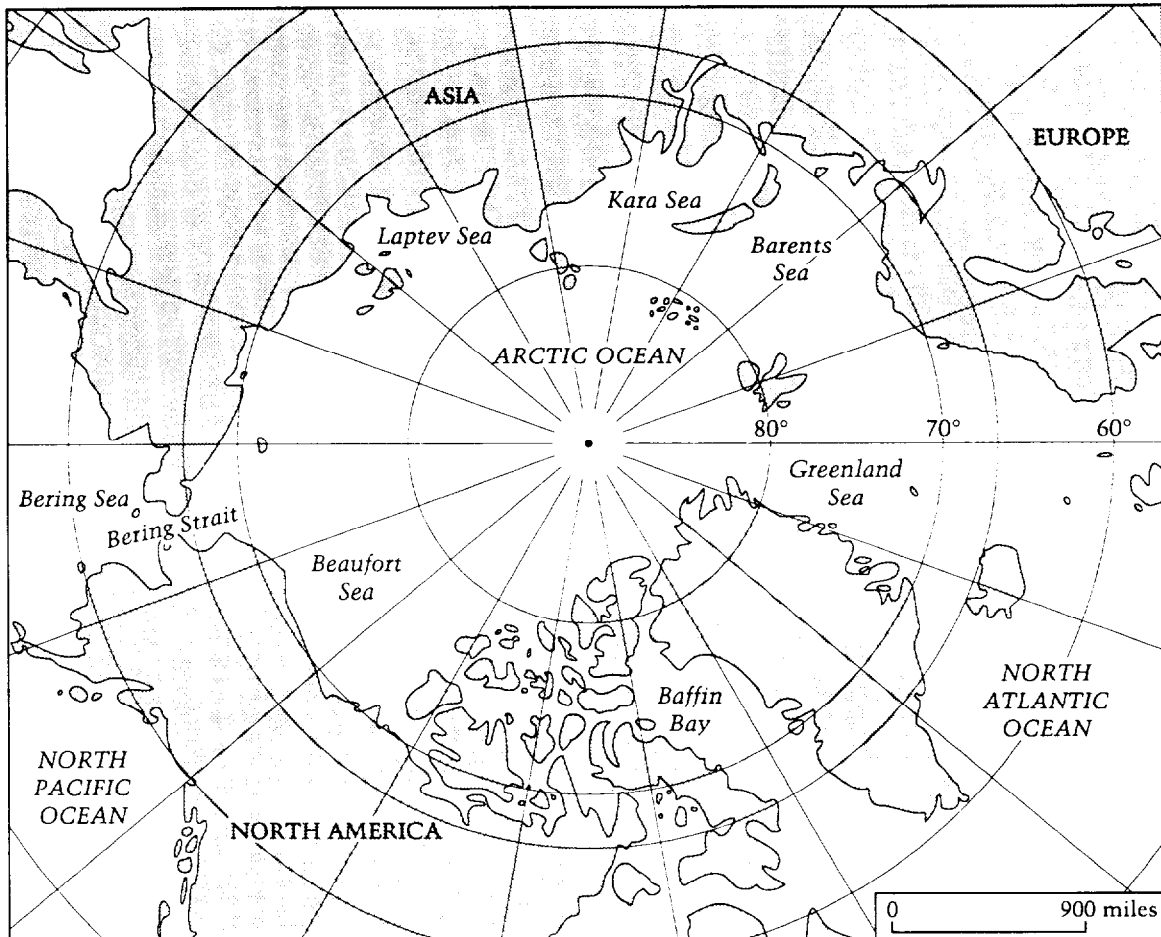
16. This map would be most useful to a

   A pilot flying from Europe to South America

   B pilot flying from Canada to Scandinavia

   C person sailing to Antarctica

   D person sailing in tropical seas

17. Latitude on this map is represented by

   A circles

   B shaded areas

   C straight lines

   D convergent lines

STOP

NAEP WORLD GEOGRAPHY CLASSIFICATION CODES

The NAEP World Geography classification codes provide detailed information about each item. This information is presented in seven fields:

Field 1:   **AGE/GRADE CLASSIFICATION**

1	Grade 4
1/2	Grade 4 and Grade 8
2	Grade 8
2/3	Grade 8 and Grade 12
3	Grade 12
1/2/3	All three grades

Field 2:   **CONTENT AREA**

I	Space and Place
II	Environment and Society
III	Spatial Dynamics and Connections

Field 3:   **SUB-CONTENT AREA**

This category varies depending on the choice in field 3. Possible choices are given below.

If field 3 is I:

A	Fundamental Place Geography
B	Fundamental Geographic Concepts and Methods
C	Fundamental Physical Geography
D	Fundamental Human Geography

If field 3 is II:

A	Unity
B	Limits
C	Implications of Technology
D	Perspectives

If field 3 is III:

A	Spatial Dynamics
B	Connections
C	Movement
D	Living Conditions

Field 4:   **COGNITIVE LEVEL**

KNOW	Knowing
UNDER	Undemanding
APPLY	Applying

Field 5:   **RESPONSE TYPE**

MC	Multiple Choice
SA	Short Constructed-Response
EA	Extended Constructed-Response

Field 6:   **RESPONSE FORM**

NA	Not Applicable; Multiple Choice
WRIT	Written Response
PROD	Production
COMB	Combination of Written/Production

Field 7:   **STIMULUS TYPE**

MAP	Map
GLOBE	Globe
CHART	Graph/Chart
TABLE	Table
PHOTO	Photograph
ATLAS	Atlas
TEXT	Text
COMBO	Combination
OTHER	Other Stimulus

1994 Geography Items

GRADE: 08   BLOCK: 25G4

ITEM	NAEP ID	SHORT DESCRIPTION	KEY	CONTENT	PROCESS	P-VALUE	RELEASE STATUS
1	G014601	GRAPH: WHERE ARE LARGEST OIL RESERVES MC	3	1	1	0.847	P
2	G014701	WHY WERE RIVER VALLEYS SETTLED MC	4	2	2	0.761	P
3	G014801	HOW TO PREDICT WHERE ACID RAIN FALLS MC	3	2	3	0.361	P
4A	G014901	WHY IS TUNDRA HARD TO SETTLE OE		2	2	0.430	P
5	G015001	JOBS: GEOGRAPHIC FLEXIBILITY MC	2	3	3	0.532	P
6	G015101	WHY ANCIENT TOWNS BUILT ON HILLS MC	3	1	2	0.587	P
7A	G015201	WHY IS GEOSYSTEM DRAWING 1 BETTER OE	2	2	2	0.275	P
8A	G015301	PROS AND CONS OF NUCLEAR ENERGY OE		2	3	0.405	P
9	G015401	WHY WERE SKYSCRAPERS BUILT MC	3	3	1	0.795	P
10	G015501	MAP: LOCATE CITY WITH MOST PEOPLE MC	1	2	2	0.579	P
11	G015601	WHAT DO DETERGENTS HARM MC	4	2	2	0.411	P
12	G015701	WHY IS QUEBEC CULTURAL REGION MC	3	3	1	0.397	P
13	G015801	FACTOR IN GREENHOUSE EFFECT MC	2	2	1	0.598	P
14A	G015901	ONE PRODUCT: WHY DOES U.S. IMPORT OE		3	3	0.675	P
15A	G016001	MAP: EXPLAIN LANGUAGE PATTERNS OE		3	2	0.253	P
16	G016101	ARCTIC CIRCLE MAP: WHO IS IT USEFUL TO MC	2	1	3	0.463	P
17	G016102	ARCTIC CIRCLE MAP: HOW IS LAT. SHOWN MC	1	1	2	0.479	P

Content: 1 = Space & Place
2 = Environment & Society
3 = Spatial Dynamics & Connections

Process: 1 = Knowing
2 = Understanding
3 = Applying

Item Number: 1   Accession   Number: KJ000692
Key: C
Classification Codes:

2	I	B	KNOW	MC	NA	NA

Item Number: 2   Accession   Number: KJ000612
Key: D
Classification Codes:

2	II	A	UNDER	MC	NA	NA

Item Number: 3   Accession   Number: KJ000617
Key: C
Classification Codes:

2	II	B	APPLY	MC	NA	N A

Item Number: 4   Accession   Number: KJ000824
Key: NONE
Classification Codes:

2	II	B	UNDER	SA	NA	NA

Item Number: 5   Accession   Number: KJ000618
Key: B
Classification Codes:

2	III	B	APPLY	MC	NA	NA

Item Number: 6   Accession   Number: KJ000843
Key: C
Classification Codes:

2	I	A	UNDER	MC	N A	NA

Item Number: 7   Accession   Number: KJ000914
Key: NONE
Classification Codes:

2	II	A	UNDER	SA	WRIT	OTHER

Item Number: 8   Accession   Number: KJ000823
Key: NONE
Classification Codes:

2	II	D	APPLY	SA	NA	NA

Item Number: 9   Accession   Number: KJ000842
Key: C
Classification Codes:

2	III	A	KNOW	MC	NA	NA

Item Number: 10   Accession   Number: KJ000689
Key: A
Classification Codes:
2   II   A   UNDER   MC   NA   OTHER

Item Number: 11   Accession   Number: KJ000832
Key: D
Classification Codes:
2   II   B   UNDER   MC   NA   NA

Item Number: 12   Accession   Number: KJ000825
Key: C
Classification Codes:
2   III   A   KNOW   MC   NA   NA

Item Number: 13   Accession   Number: KJ000834
Key: B
Classification Codes:
2   II   A   KNOW   MC   NA   NA

Item Number: 14   Accession   Number: KJ000836
Key: NONE
Classification Codes:
2   III   A   APPLY   SA   WRIT   NA

Item Number: 15   Accession   Number: KJ000800
Key: NONE
Classification Codes:
2   III   C   UNDER   EA   WRIT   MAP

Item Number: 16   Accession   Number: BO001953
Key: B
Classification Codes:
2   I   B   APPLY   MC   NA   MAP

Item Number: 17   Accession   Number: SE000691
Key: A
Classification Codes:
2   I   B   UNDER   MC   NA   MAP

Q2G4

Item Number: 4   Accession Number: KJ000824   Key: NONE

Scoring Rationale: Student demonstrates knowledge of characteristics of tundra.

3 -   **Complete.** The response identifies at least two characteristics of the tundra and may explain how these make it difficult for human settlement.

2 -   **Partial.** The response identifies only one characteristic of the tundra and may explain how this makes life difficult for human settlement.

1 -   **Inappropriate.** The response does not identify any characteristics of the tundra or explain how they make it difficult for human settlement. OR it provides answers that are inappropriate.

Credited responses could include:

Tundra: - climate inhospitable
                 - very wet
                 - very cold
                 - permafrost
                 - frost almost all year
                 - lack of vegetation to support survival
                 - long hours of darkness
                 - lots of mosquitoes in summer
                 - lack of precipitation (generally low precipitation)
                 - icy gale-like winds

Additional acceptable responses:

                 - marshy plain/swamps
                 - ice almost all year
                 - lack of food and why (=2)
                 - "you can't farm <u>because</u> ground is frozen'' (2)
                 - "you can't farm <u>because</u> it's dark all the time" (2)
                 - frozen ground (2)
                 - not enough rainfall for crops
                 - low temperature
                 - danger of flooding
                 - too cold to grow food there
                 - much too cold for human life
                 - short growing season
                 - very windy
                 - ground never thaws

<u>Do not accept:</u>

- land is dry
- weather is bad
- snow
- can't plant anything
- lack of fertile soil
- not good farming soil
- blizzards
- "wet and foggy"
- made of lots of ice (not same as permafrost)
- climate (by itself) - must imply "inhospitable"
- little water to drink
- lack of animals
- very humid
- barren
- rains a lot so it's wet
- "no plants because they can't grow there"
- snow on ground most of time
- no vegetation
- no area for farmland
- too moist to build on
- too hard to live in
- rocky
- lack of food
- cool
- too cold for animals to live there
- <u>always</u> covered with snow and ice
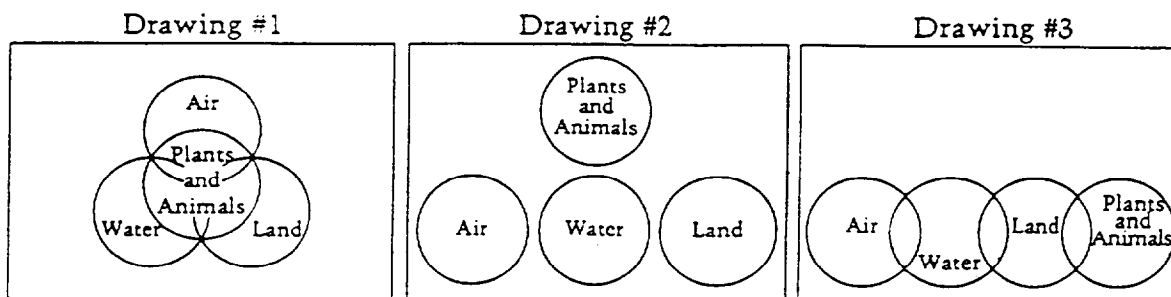- hard ground
- hard to get food
- muddy

Item Number: 7   Key: NONE   Accession Number: KJ000914

Classification Codes:
2   II   A   UNDER   SA   WRIT   OTHER

THE EARTH'S GEOSYSTEMS

Drawing #1	Drawing #2	Drawing #3

Drawing #1 is a better way of showing the Earth's systems than is drawing #2 or drawing #3.
Explain why.

Rationale Text:
Scoring Guide

Scoring Rationale: Student demonstrates an understanding of the interdependence of the
geosystems.

3 -   **Complete.** The response explains that diagram 1 shows that the three geosystems are
           interdependent or indicates that plants and animals depend on the other three systems
           (e.g., plants and animals need air to breathe, etc.).

1 -   **Inappropriate.** This response does not address the question or gives an inadequate
           response (e.g., circles are interlined, connected, rely on each other).

NB: Not acceptable: they all work together

Geosystems
Item Number: 7   Accession Number: KJ000914   Key: NONE

Revision to the score of (3):
The response explains that diagram 1 shows that the three geosystems are interdependent or indicate that plants/animals depend on the other three systems.

EXAMPLES OF ACCEPTABLE PHRASES OR KEY VERBS:
        -- plants/animals need water, air, land to survive
        -- cycles must be balanced in order to function properly
        -- plants/animals use air, water, land
        -- all rely on each other
        -- they all work together
        -- all help each other out
        -- it shows that plants and animals live on land, have water and breathe air
        -- depends
        -- need all of them to survive
        -- support each other

** The response may use "all" unless they start to name the separate systems
    in which case they must name all of them.

EXAMPLES OF UNACCEPTABLE RESPONSES AND KEY WORDS:

        -- interact
        -- share
        -- involved
        -- effect
        -- relationship
        -- revolves around
        -- terms which solely describe the diagram:
                combined, connected, fit together, all together, hooked together

Scoring Guide

Scoring Rationale: Student demonstrates knowledge of an argument for and against developing nuclear energy.

3 -   **Complete.** The response presents one significant argument in favor of nuclear power and one significant argument against nuclear power for peaceful purposes. Correct answers may be drawn from the list given or include some other appropriate response.

2 -   **Partial.** The response presents a significant argument either for or against nuclear power. Other argument, if present, is insignificant or incorrect.

1-   **Inappropriate.** The response fails to present a significant argument for either side of the issue. It may provide personal opinions or inaccurate assertions. Examples are that nuclear reactors are ugly, or that they are completely safe.

Credited Responses could include:

Arguments for
-- smokeless power
-- reduce oil imports
-- conserve other non-renewable resources (ex. gas, coal)

Arguments Against
-- danger of leaks or explosions
-- waste disposal (of radioactive waste, contaminated water)
-- high cost of construction
-- danger of sabotage
-- radiation pollution

Unacceptable Reasons for
-- Cheaper to use
-- Cleaner
-- When used to mean nuclear weapon

Unacceptable Reasons Against
-- increases pollution
-- "dangerous"
-- "bad for environment"
-- expensive

Additions for "arguments for:"

-- provide heat for homes
-- used as a power source
-- power (or lights)
-- scientific research or medicine (if specific)
-- doesn't cause air pollution as does burning fuel
-- more friendly to environment than coal (must have comparison)
-- treatment of cancer patients (radiation therapy)
-- any sentiment that deters war
-- helps scientists learn more about the earth

Additions for "unacceptable reasons for:"

-- not harmful
-- more jobs
-- more efficient source of energy
-- more friendly to environment
-- medicine

Additions for "arguments against":

-- toxic waste
-- any danger accepted if consequences are given
-- can cause specific diseases or health issues (specifics, i.e., leukemia,
   cancers, mutations, disfigurement, etc.)
-- proliferation arguments
-- sabotage
-- radiation is harmful
-- plant might explode (must be specific about what might explode)

Additions for "unacceptable reasons against":

-- not safe (or bad) for environment or health
-- not healthy for people who live by (nuclear) plants
-- "it might explode"
-- harmful to citizens
-- radiation (used alone)

Item Number: 14   Key: NONE   Accession Number: KJ000836

Scoring Guide

Scoring Rationale: Student demonstrates knowledge of a specific import and a reason for why the United States imports it.

3 -   **Complete.** The response correctly names a product that is used every day and explains why it is imported.

2 -   **Partial.** The response correctly names a product, but does not explain why the product is imported.

1-   **Inappropriate.** The response does not name an everyday product that is commonly imported by the United States. It may describe a product which is unusual or rarely imported.

Credited Responses could include:

Products the U.S. Imports:

- gasoline
- cars
- electrical equipment (stereos, radios, computers)
- wristwatches
- clothing
- toys
- foods such as types of produce (pineapples, bananas, dates, oranges) or prepared ethnic foods, caviar, olives, cheese, sugar, coffee, wine, rice, fish, grains, bottled or mineral water, tacos, spaghetti, coca beans, bratwurst)
- wood
- soap
- shoes
- cars

Products not accepted:

- water
- Italian food, Chinese food
- medicine
- milk
- fruits
- Hawaiian fruits
- fortune cookies
- plastic
- tools
- meat
- chocolate (unless specify foreign brand)
- vegetables

Examples of correct explanations:

- the U.S. uses more of the product than it can produce
- it is cheaper to import the product than produce it at home
- the U.S. does not have the climate to grow this product
- other countries produce the product at better quality
- "import it because they want people to buy it"
- "so they can sell their products to different countries also"
- "a lot of people like it"
- they are cheaper
- they want people to buy it
- supply and demand idea
- that's what Americans like to buy (PRODUCT PREFERENCE)
- "Americans take it over here and sell it for a lot of money"
- reciprocity / balance of trade
- "(oranges), we need warmer climates"
- "(coffee), not enough grown in U.S. for population"
- "(oil), because we can't get it from our own country"

Examples not accepted:

- we need them
- because we have to
- to make their lives easier

Scoring Guide

Scoring Rationale: Student demonstrates an ability to explain the language patterns shown in a map of North and South America in historical terms.

4- Complete. The response provides a specific historical explanation for this pattern, including a discussion of the survival of non-European languages in some regions.

3- Essential. The response provides an explanation of the language patterns shown using examples. The examples relate to either the colonizing influence <u>or</u> the languages of people living in the America's prior to colonization.

2- Partial. The response provides a general explanation of the language patterns shown. For example, people colonized from other countries. The language spoken is that of the country that first owned them.

1- Inappropriate. The response does not explain the language patterns shown on the map.

NB: A description of the map receives a credit of 1.

Credited responses could include:

<u>Historic Explanation</u>	Indo-European languages in North, Central and South America were brought by English, French, Spanish, and Portuguese colonizers after the 15th century.
	Amerindian and Eskimo-Aleut languages were spoken in the Americas prior to the 15th Century. They have survived mostly in remote, isolated areas.

Examples of "4"
- why North and South America have places no longer native
- why North and South America have places where native language is still spoken
- must indicate that native language survived European influence in certain places and give at least one example
- must address both parts of question but need specific example on one side
- why pattern changed/why it didn't - use examples - must deal with languages

Examples of "3"
- colonizing influences are pre-Columbian language distribution explained
- has one example with explanation <u>OR</u> has 2 examples but <u>NO</u> general discussion
- usually lacks native explanations
- gives either side using examples
- example can be discussion
- "Eskimos live in Canada so they speak their OWN language"
- "people in Mexico speak Spanish" - (must indicate their own language)
- "Pilgrims came over..."

Examples of "2"
- discussion but <u>NO</u> examples
- "because people came from other places"
- "people settled from other countries"
- "French settled in Canada, that's why they speak French"
- must specify "colonization, settling, came over, immigrated, ownership,
         discovery, immigration pattern" - not just "traveling to"
         or "going there" (can use this with example for a "3")
- vague discussion-either side-mention of geographic region = OK
- "they came here so we speak their language"

Examples of "1"
- no discussion -1 example - "The Portuguese settled in Brazil"
- one example by itself-does not explain a pattern

<u>Do not accept for examples</u>
- just exploring
- languages came from different countries
- moving - the way people moved in
- moving around, traveling around
- "Europe"

<u>Do not accept for discussions</u>
- "the language is based on the region's ancestors (no indication of settlement)"
- "when people settled there they were from maybe Europe so therefore they
         might have spoken the English language"
- "where people settled" - not tied to language (by itself)
- exploring, traveling-do not imply settling

4. What are the conditions that make the tundra difficult for human settlement?

The tundra is very cold and has a short growing season. It is also covered with a permanent layer of ice which makes farming difficult.

Level:

Complete (3)

4. What are the conditions that make the tundra difficult for human settlement?

The conditions that make the tundra difficult for human settlement are that it is very cold and isolated.

Level:

Partial (2)

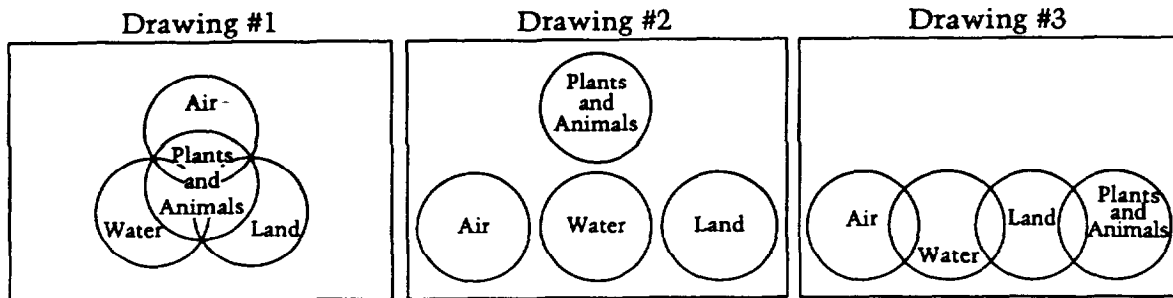**4.** What are the conditions that make the tundra difficult for human settlement?

The tundra is difficult for human settlement because people are not used to those kinds of conditions. There are many deadly animals & plantlife that humans just can't cope with.

Level:

Inappropriate (1)

Student Sample Responses

THE EARTH'S GEOSYSTEMS

Drawing #1 | Drawing #2 | Drawing #3

7. Drawing #1 is a better way of showing the Earth's systems than is drawing #2 or drawing #3. Explain why.
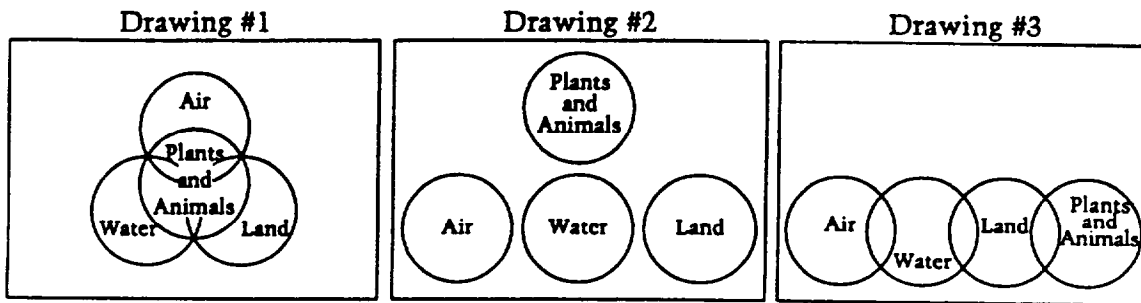
#1 shows air, water, and land connected to plants and animals, which represents the plants and animals rely on those 3 things. The other 2 drawings do not show this.

Level:

Complete(3)

THE EARTH'S GEOSYSTEMS

Drawing #1   Drawing #2   Drawing #3

7. Drawing #1 is a better way of showing the Earth's systems than is drawing #2 or drawing #3. Explain why.

Drawing #1 shows that the Earths systems are all combined. They are all around each other, and basically in the same places. Drawings #2 and 3 don't show this.

Level:

Inappropriate (1)

8. Nuclear energy can be developed for peaceful purposes.

What is one argument in favor of developing nuclear energy for peaceful purposes?

Nuclear energy is an efficient source of power and we are running out of natural resources

What is one argument against developing nuclear energy for peaceful purposes?

That the nuclear plant could have a meltdown like Chernoble and cities could be wiped out

Level:

Complete (3)

8. Nuclear energy can be developed for peaceful purposes.

What is one argument in favor of developing nuclear energy for peaceful purposes?

Nuclear energy does not create pollution

What is one argument against developing nuclear energy for peaceful purposes?

Iff a nuclear power plants explodes many people will die from radiation.

Level:

Partial (2)

8. Nuclear energy can be developed for peaceful purposes.

What is one argument in favor of developing nuclear energy for peaceful purposes?

It would probably be better and cheaper.

What is one argument against developing nuclear energy for peaceful purposes?

It can be harmful to the citizens.

Level:

Inappropriate (1)

Student Sample Responses

14. In the space below, list one product that people in the United States eat, drink, or use every day that typically comes from another country. Then explain why the United States imports the product from another country.

coffee - Because we do not have the right climate or the right type of soil anywhere in the US to grow it.

Level:

Complete (3)

14: In the space below, list one product that people in the United States eat, drink or use every day that typically comes from another country. Then explain why the United States imports the product from another country.

Sugar because many people use or need sugar and we dont have it here

Level:

Partial (2)

14. In the space below, list one product that people in the United States eat, drink, or use every day that typically comes from another country. Then explain why the United States imports the product from another country.

Fish because they have a lot more fish

Level:

Inappropriate (1)

15. What historical trends explain the language patterns shown in the map above? Be as specific as possible in your answer.

The Age of Exploration is responsable for the language patterns in North and South America. Sailors from Europe claimed certain lands for certain countries. Therefore people from those countries settled the land and made the natives speak their language. Exceptions are in northern Canada were the natives speak there own language and maybe english.

Level:

Complete (4)

15. What historical trends explain the language patterns shown in the map above? Be as specific as possible in your answer.

The Historical trends here explain the language patterns because of the history of that country. In other words who ever owned the country the country still speaks that language. Ex. United States: Owened as 13 colonies by England still speak English Ex. Northeastern Canada owned by France some still speak French.

Level:

Essential (3)

15. What historical trends explain the language patterns shown in the map above? Be as specific as possible in your answer.

The patterns of different languages are like this because we had Indians and people from other countries founded our land so we all speak the languages they gave us.

Level:

Partial (2)

15. What historical trends explain the language patterns shown in the map above? Be as specific as possible in your answer.

People who came to the new world probably wanted to live in a place with the same climate and keep a framillior language

Level:

Inappropriate (1)

In this section, you will have 25 minutes to answer 16 questions. Mark your answers in your booklet. Fill in only one oval for each question or write your answer on the lines. In some of the questions you may be asked to draw a map or a chart. You will be given a space to draw your answers for questions of this sort. You have been given a ruler to help you measure distances on maps and to help you draw. You may use this ruler whenever you wish. Please think carefully about your answers. When you are writing your answers, be sure that your handwriting is clear.

Do not go past the **STOP** sign at the end of the section. If you finish before time is called, you should go over your work again.

PLEASE TURN THE PAGE AND BEGIN NOW.

1. Of the following, which group would most likely be located on level land?

   A Hydroelectric plant, national park, reservoir

   B Orchard, coffee plantation, mine

   C Amusement park, ski resort, quarry

   D Railroad, city, airport

KJ000850

The Image Bank

2. The land shown in the photograph has been altered mainly to

Ⓐ increase the beauty of the landscape

Ⓑ increase the availability of land that can be used for farming

Ⓒ demarcate land belonging to different people

Ⓓ enable residents to climb the slopes more easily

SE000672

GO ON TO THE NEXT PAGE

Questions 3-4 are based on the map below showing the distribution of earthquake epicenters around the world between 1961 and 1967.

GO ON TO THE NEXT PAGE
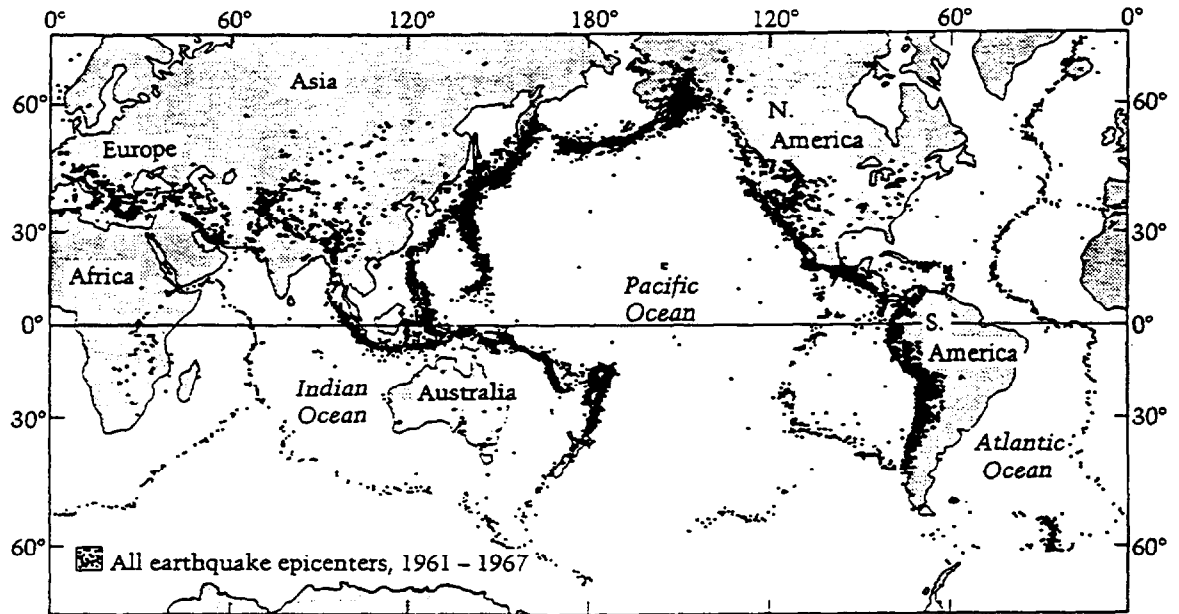
3. Between 1961 and 1967, the area that had the most earthquakes was the

   A Mediterranean basin

   B mid-Atlantic Ocean

   C Caribbean Sea

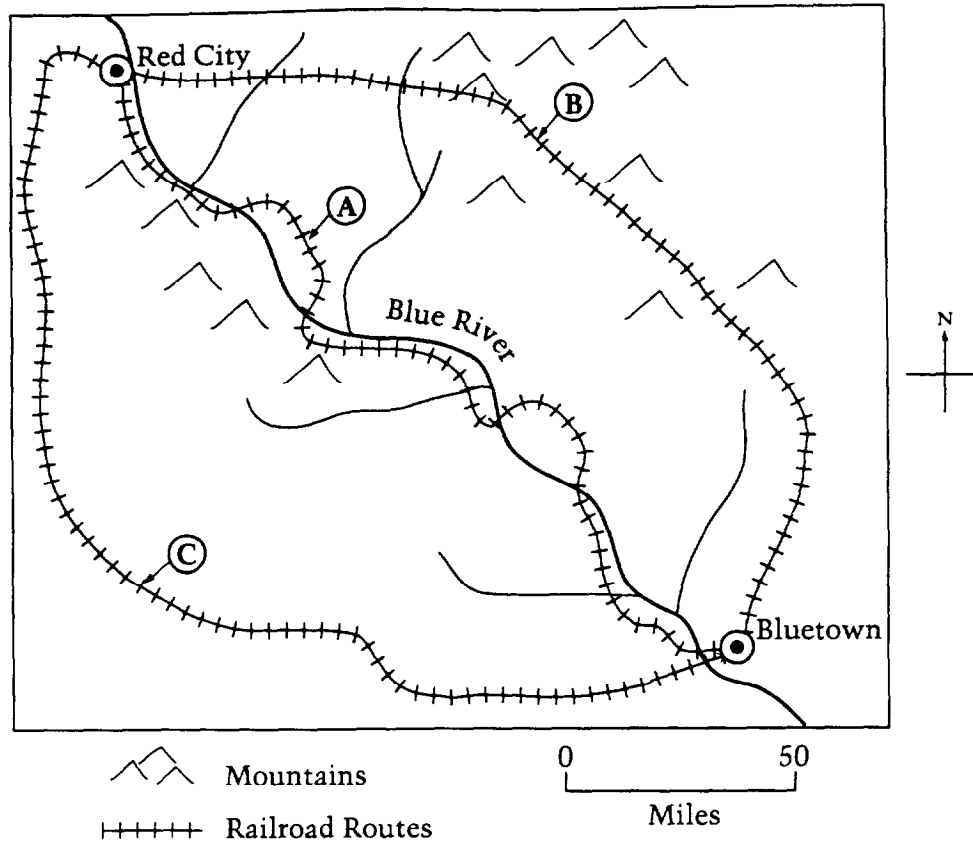   **D** Pacific Ocean rim   KJ000790

4. What is responsible for the pattern of earthquake activity shown on the map?

   A Volcanic eruptions

   B The weight of ocean water pressing on the land

   C Hurricanes and cyclones

   D The movement of tectonic plates   KJ000791

∧∧∧ Mountains

⊢+++++ Railroad Routes

0   50

Miles

5. Look at the map above, which shows three possible routes for a railroad line that will be built to connect Red City with Bluetown.

Which route would be the least expensive to construct?

_____

Give two reasons why the route you chose would be the least expensive.

1. _____

_____

_____

2. _____

_____

_____

KJ000860

6. People from many different countries live in New York City. Children speaking many different languages attend its public schools. This is mainly because New York City

   A has an efficient transportation system

   B has a higher wage rate than other United States cities

   C is a port of entry for people from other parts of the world

   D is the site of the United Nations headquarters   KJ000529

7. In the mid-nineteenth century, before railroads were constructed, people in the United States transported commercial materials, such as timber and coal, over long distances primarily by means of

   A rivers and canals

   B turnpikes and freeways

   C pack horses and mule trains

   D ox carts and Conestoga wagons   KJ000854

8. The major areas of wheat production in the world are the central United States and Canada, Ukraine, south central Australia, and the pampas of Argentina. What is the characteristic shared by these areas that explains their role in wheat production?

   A All have rainy, damp climates.

   B All are near sea coasts.

   C All are plains.

   D All are in highland regions.   KJ000786

GO ON TO THE NEXT PAGE

TRAVEL TO EUROPE, 1948-1991
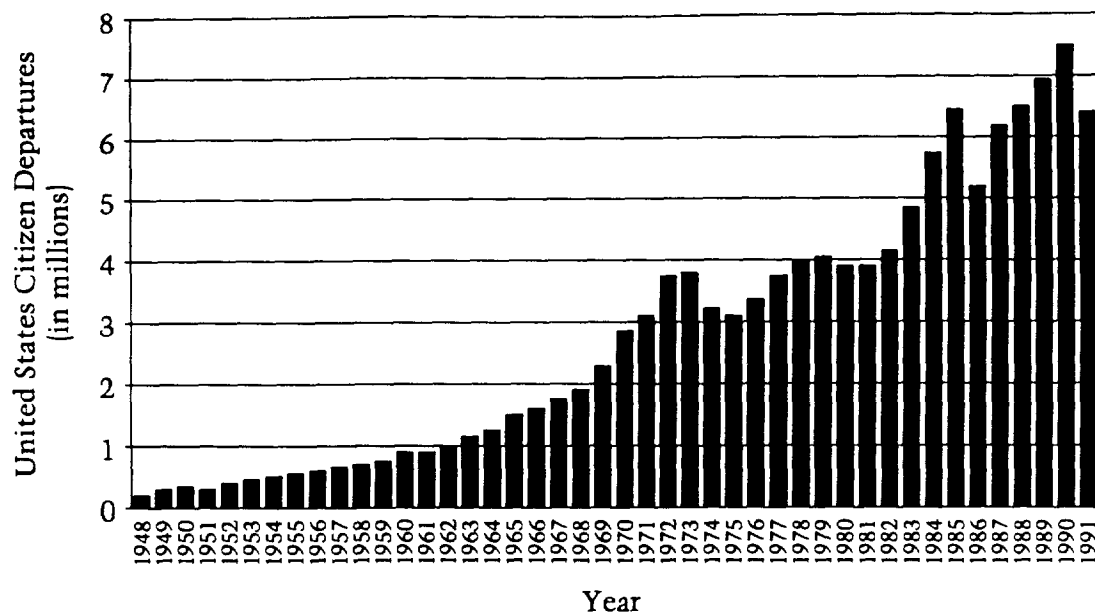
9. What is the dominant trend shown in the graph?

_____

_____

_____

_____

_____

Give two major reasons for the trend shown.

_____

_____

_____

_____

_____

KJ000520

**10.** Fossil fuels such as oil and coal are formed from

A geological processes that transform organic materials

B the rapid decay of animal bones

C organic processes that lead to the fossilization of animal tissue

D artificial processes used to treat and reuse garbage   KJ000852

11. After we anchored our ships in the ocean and went ashore to explore, we marched west. The forest was so thick we could only travel three miles in the first two days. Then we came to the mountains and climbed to the top. A rushing river flowed west out of the mountains. We continued to march two miles west and came down out of the mountains. Two miles further we came to the coast. It was obvious that the area we were exploring was an isthmus.

In the box below, draw a map of the region described above. Be sure to include all of the geographical elements mentioned in the description. Include a scale to indicate distances.

KJ000849
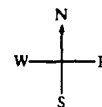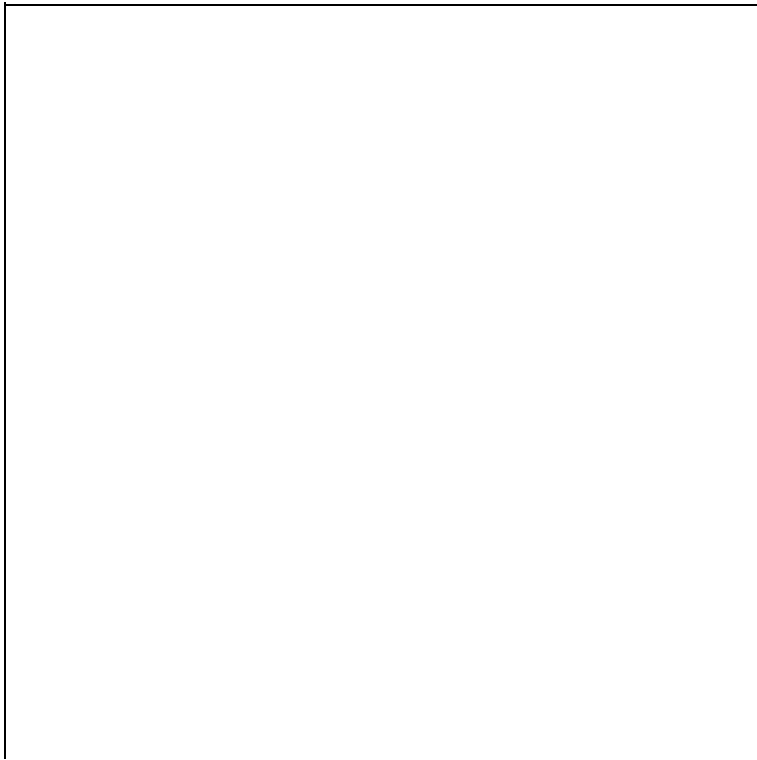
12. An example of diffusion is that crops that were once grown mostly in North and South America are

A now grown all over the world

B now grown only in areas where productivity is high

C now grown only in the Northern Hemisphere

D no longer grown there

KJ000783

Bas/Rothco

13. Environmental issues are viewed differently by people in different circumstances. Explain how the artist makes this point in the cartoon.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

KJ000533

14. In the United States, most of the fertile soils of the Midwest were derived from

    A glaciers

    B volcanic activity

    C decaying organic matter

    D eroded sandstone
<div align="right">KJ000862</div>

15. Under which of the following circumstances would you be most likely to find snow in equatorial regions?

    A In areas below sea level

    B In areas at high latitudes

    C In areas at high elevations

    D In winter
<div align="right">KJ000768</div>

AVERAGE ANNUAL PRECIPITATION FOR LAKESIDE

Season	Average Inches	Percent of Total
Spring	5.0	25
Summer	7.0	35
Fall	4.0	20
Winter	4.0	20
Total	20.0	100

16. Use the information in the table above to construct a pie chart on the figure below. Be sure to label all information. You may use your ruler to draw the chart.

KJ000514

STOP

NAEP WORLD GEOGRAPHY CLASSIFICATION CODES

The NAEP World Geography classification codes provide detailed information about each item. This information is presented in seven fields:

Field 1:   **AGE/GRADE CLASSIFICATION**

1	Grade 4
1/2	Grade 4 and Grade 8
2	Grade 8
2/3	Grade 8 and Grade 12
3	Grade 12
1/2/3	All three grades

Field 2:   **CONTENT AREA**

I	Space and Place
II	Environment and Society
III	Spatial Dynamics and Connections

Field 3:   **SUB-CONTENT AREA**

This category varies depending on the choice in field 3. Possible choices are given below.

If field 3 is I:

A	Fundamental Place Geography
B	Fundamental Geographic Concepts and Methods
C	Fundamental Physical Geography
D	Fundamental Human Geography

If field 3 is II:

A	Unity
B	Limits
C	Implications of Technology
D	Perspectives

If field 3 is III:

A	Spatial Dynamics
B	Connections
C	Movement
D	Living Conditions

Field 4:   **COGNITIVE LEVEL**

        KNOW   Knowing
        UNDER   Undemanding
        APPLY   Applying

Field 5:   **RESPONSE TYPE**

        MC   Multiple Choice
        SA   Short Constructed-Response
        EA   Extended Constructed-Response

Field 6:   **RESPONSE FORM**

        NA   Not Applicable; Multiple Choice
        WRIT   Written Response
        PROD   Production
        COMB   Combination of Written/Production

Field 7:   **STIMULUS TYPE**

        MAP   Map
        GLOBE   Globe
        CHART   Graph/Chart
        TABLE   Table
        PHOTO   Photograph
        ATLAS   Atlas
        TEXT   Text
        COMBO   Combination
        OTHER   Other Stimulus

1994 Geography Items

GRADE: 08   BLOCK: 25G6

ITEM	NAEP ID	SHORT DESCRIPTION	KEY	CONTENT	PROCESS	P-VALUE	RELEASE STATUS
1	G017401	WHICH GROUP IS BUILT ON LEVEL LAND MC	4	2	3	0.746	P
2	G017501	PHOTO: WHY HAS LAND BEEN CHANGED MC	2	1	1	0.597	P
3	G017601	EARTHQUAKE MAP: WHERE MOST OCCURRED MC	4	1	1	0.843	P
4	G017602	EARTHQUAKE MAP: WHAT CAUSED PATTERN MC	4	1	1	0.694	P
5A	G017701	RAIL MAP: WHICH IS CHEAPEST TO BUILD OE		3	3	0.601	P
6	G017801	WHY DIFFERENT LANGUAGES IN N.Y. CITY MC	3	3	2	0.698	P
7	G017901	IDENTIFY PRE-RAIL TRANSPORTERS MC	1	3	1	0.560	P
8	G018001	WHAT IS TRAIT OF WHEAT GROWING AREAS MC	3	1	1	0.521	P
9A	G018101	GRAPH: WHAT IS U.S. TRAVEL TREND OE		3	2	0.407	P
10	G018201	WHAT ARE FOSSIL FUELS FORMED FROM MC	1	2	1	0.451	P
11A	G018301	DRAW ISTHMUS MAP BASED ON DESCRIPTION OE		1	3	0.512	P
12	G018401	WHAT IS AN EXAMPLE OF CROP DIFFUSION MC	1	3	1	0.507	P
13A	G018501	EXPLAIN ENVIRONMENTAL CARTOON OE		2	3	0.405	P
14	G018601	WHAT ARE MIDWEST SOILS DERIVED FROM MC	1	1	1	0.210	P
15	G018701	WHERE IS EQUATORIAL SNOW FOUND MC	3	1	2	0.508	P
16A	G018801	CONSTRUCT PRECIPITATION PIE CHART OE		1	2	0.703	P

Content: 1 = Space & Place
2 = Environment & Society
3 = Spatial Dynamics & Connections

Process: 1 = Knowing
2 = Understanding
3 = Applying

Item Number: 1   Accession   Number: KJ000850
Key: D
Classification Codes:
2/3   I I   A   APPLY   MC   N A   N A

Item Number: 2   Accession   Number: SE000672
Key: B
Classification Codes:
2/3   I   D   KNOW   MC   N A   PHOTO

Item Number: 3   Accession   Number: KJ000790
Key: D
Classification Codes:
2/3   I   B   KNOW   MC   N A   N A

Item Number: 4   Accession   Number: KJ000791
Key: D
Classification Codes:
2/3   I   C   KNOW   MC   NA   N A

Item Number: 5   Accession   Number: KJ000860
Key: NONE
Classification Codes:
2/3   I I I   B   APPLY   SA   WRIT   MAP

Item Number: 6   Accession   Number: KJ000529
Key: C
Classification Codes:
2/3   I I I   C   UNDER   MC   N A   N A

Item Number: 7   Accession   Number: KJ000854
Key: A
Classification Codes:
2/3   I I I   B   KNOW   MC   N A   N A

Item Number: 8   Accession   Number: KJ000786
Key: C
Classification Codes:
2/3   I   C   KNOW   MC   N A   N A

Item Number: 9   Accession   Number: KJ000520
Key: NONE
Classification Codes:
2/3   I I I   B   UNDER   S A   WRIT   CHART

Item Number: 10   Accession   Number: KJ000852
Key: A
Classification Codes:
2/3   I I   A   KNOW   MC   NA   NA

Item Number: 11   Accession   Number: KJ000849
Key: NONE
Classification Codes:
2/3   I   B   APPLY   EA   PROD   OTHER

Item Number: 12   Accession   Number: KJ000783
Key: A
Classification Codes:
2/3   III   C   KNOW   MC   NA   NA

Item Number: 13   Accession   Number: KJ000533
Key: NONE
Classification Codes:
2/3   I I   D   APPLY   EA   WRIT   OTHER

Item Number: 14   Accession   Number: KJ000862
Key: A
Classification Codes:
2/3   I   C   KNOW   MC   NA   NA

Item Number: 15   Accession   Number: KJ000768
Key: C
Classification Codes:
2/3   I   C   UNDER   MC   NA   NA

Item Number: 16   Accession   Number: KJ000514
Key: NONE
Classification Codes:
2/3   I   B   UNDER   SA   COMB   TABLE

Q23G6 -- Railroad Routes

Item Number: 5   Accession Number: KJ000860   Key: NONE

Scoring Guide
Scoring Rationale: Student demonstrates ability to decide which of these railroad lines would be the least expensive to construct and tells why.

3 -   **Complete.** The response indicates that C is the least expensive route to construct. Must give two reasons why. (may relate to A and B)

2 -   **Partial.** The response indicates that C is the least expensive route to construct and gives one reason.

1 -   **Inappropriate.** The response indicates that <u>A or B or C</u> would be the least expensive route to construct.

<u>Sample Responses</u>
        - flat land
        - no mountain (or hills)
        - no tunnels
        - no bridges
        - wouldn't have to go through mountains
        - not as many bends and curves

NB: If response says not one mountain and land flat, credit one reason. OK if first line is blank but correct information on "reasons" lines.

Additional <u>Acceptable Sample Responses</u>
        - OK to accept "no bridges" for C even though there is one just before Bluetown
        - straight route, straightest route, almost straight, C is more straight than A --
          <u>needs comparison of C to . . .</u>
        - no rough terrain
        - doesn't have to change direction
        - "you don't have to go through rivers"
        - C is flat and A/B are mountains (counts as 1 reason)

<u>Do not accept</u>
        - cost of land
        - obstacles / barriers
        - "almost a straight from Bluetown to Red City"
        - straight path / pretty straight ("straight" needs to show <u>comparison</u>)
        - long turns
        - natural boundaries
        - "the hard labor and equipment to build would be less compared to the other routes"
          (should be less because...)
        - easier to build
        - stuff in the way
        - nothing in the way
        - cost of land

Q23G6 -- Travel to Europe
Item Number: 9   Accession Number: KJ000520   Key: NONE

Scoring Guide
Scoring Rationale: The response identifies the major trend in the graph and provides two appropriate reasons to explain this.

3 -   **Complete.** The response identifies the major trend in the graph and provides two appropriate reasons.

(TREND <u>and</u> 2 reasons)

2 -   **Partial.** The response identifies the major trend in the graph but gives either no reason, or only one reason to explain this. Or, the response provides two appropriate reasons, buy fails to identify the trend.

(TREND <u>or</u> TREND and 1 reason <u>or</u> 2 reasons)

1 -   **Inappropriate.** The response does not indicate the major trend shown in the graph, but may give one reason for the trend as suggested in the list given. It may just copy words from chart.

Credited Responses may include:

<u>Trend in Graph</u>
An increase in the number of United States citizens traveling to Europe between 1948 and 1991.

      Also accept:
            - increase in <u>travel or departures</u>
            - "more people are traveling to Europe between 1948 and 1991"
            - "more people traveled to Europe after the 1970's"

      Do not accept:
            - "more people are leaving"
            - up and down and up, etc.
            - "it increased each year"

Note: Trend may be answered in the second part of response.

<u>Appropriate Reasons</u>

Improvements in travel - air travel is more affordable
                  - air travel is faster
                  - air travel is safer
                  - travel is easier
                  - more planes are available
                  - "transportation availability increasing"

Increase in tourism   - more leisure time
                  - more affluence
                  - aging population
                  - no major European way

Q23G6 **--** Travel to Europe (cont'd)

                        - cultural identity
                        - more wanted to go

<u>Appropriate Reasons (cont'd)</u>

Internationalization
       of   economy   - more business travel
                        - more political travel
                        - more student exchange
                        - economic growth

     Do not accept:

           - "people use planes and stuff more" -- must tell <u>WHY</u> they use planes more
           - "now we have more planes"
           - population increase
           - going for climate and weather
           - immigration
           - less violence
           - military

     Note: can't say "travel" in more than one way for extra points

Item Number: 11   Key: NONE   Accession Number: KJ000849

Rationale Text:
Scoring Guide

Scoring Rationale: Student demonstrates an understanding of direction, isthmus, and simple map making.

4 -   **Complete.** The response includes an accurate map in which at least 4 elements are correctly placed. The response must be an isthmus and have direction of travel and river correct.

3 -   **Essential.** The response includes a map in which 3 elements are correctly placed. The response may be a peninsula or an island.

2 -   **Partial.** The response includes a map in which at least 2 elements are correctly placed.

1-   **Inappropriate.** The response does not include a map or the map shows none of the elements correctly.

NOTE: No answer that gets direction of map wrong can get more than a 2. Use of the scale is not necessary to get a 4.

<u>Features on Map</u>
East Coast
Forest
Mountains
River flowing west
West coast

Q23G6 -- Environmental Issues

Item Number: 13   Accession Number: KJ000533   Key: NONE

Scoring Rationale: Student demonstrates an understanding of different views or environmental issues in the developed and developing world.

Viewpoint for developing world -- need space (need trees for material items and to clear space for development)
          -- need to know man with axe is from developing country

Viewpoint for developed world -- need trees for oxygen, not for material things
          -- need to know man in car is from developed country

4 -   Complete.   Shows full understanding of cartoon and its meaning.
                 Discuss <u>environmental issue</u>
                 <u>Tension</u> (implied or stated) between the 2 worlds
                 <u>Hypocrisy</u> (not absolutely necessary if tension clearly discussed)
                 Must give different viewpoints -- <u>developed vs. developing</u>
                   countries (rich vs. poor)
                 Must give <u>explanation of 1 viewpoint</u>
                 Discussion on <u>national level</u>

3 -   Essential.   Must show that there are <u>TWO</u> different views -- developed and
                 developing (2 views need to mention trees <u>and</u> car pollution)
                 -- with or without tension
                     OR
                 shows hypocrisy (implied or stated) -- needs to talk about tree
                 or car, i.e. understand cartoon
                 (brief mention of cartoon's essential point -- understand contradiction
                 or conflict)

2 -   Partial.   Gives a brief mention of environmental issues (no matter how obscure
                 or tenuous)
                     OR
                 gives one viewpoint correctly (may mention 2nd viewpoint but gets it
                 wrong).
                 -- "save the trees" development / killing trees / cut down trees
                 -- may include mention of ozone layer or need for wood, etc. in
                     Central/South America
                 -- hypocrisy with no mention of trees or car pollution

1 -   Inappropriate. Responds to cartoon but has no understanding of environmental issues.

Examples of "3's":

> "The guy's yelling at the lumberjack cutting down a tree but his car is
>   dumping tons of pollution into the air."
> Both people are depicted as doing something wrong...
> "Man in car needs trees to provide oxygen so his car pollution won't hurt
>   ozone. Guy chopping down tree doesn't think that one tree gone would
>   hurt the oxygen supply."
> "If you're not taking care of the environment, don't tell others what to do"

Examples of "2's":

> "He is telling the man not to chop down the tree because we need it for oxygen."
> "Artist says you need to protect trees and the car had developed countries
>   on it because developed countries aren't paying attention to
>   environmental problems,"
> "He says that because pollution is bad, he needs trees to protect him."
> "trees make air"
> "one man is driving a car that pollutes the air and the other is cutting down
>   a tree"

Example of "1's":

> "don't cut down trees"
> "greenhouse effect" (without elaboration)
> "some people care about the environment, but some don't"
> "cares about environment" (without saying who)
> "people in developing countries don't care about the environment"

Q23G6

Scoring Rationale: Student demonstrates an ability to transfer information from a table to a pie chart.

3 -   **Complete.** The response correctly charts the percentage of rainfall of the 4 seasons on the circle and correctly labels the segments (the minimum correct labels are the 4 seasons)

2 -   **Partial.** The response correctly charts the percentage of rainfall of 1-3 seasons or divides the chart up correctly but does not label by season or labels by inches only. Also correct: "% only" in correct drawing of seasons.

1 -   **Inappropriate.** The response does not properly chart any of the information. It fails to divide the pie into pieces corresponding to the information from the table and it does not correctly label any piece of the chart.

5. Look at the map above, which shows three possible routes for a railroad line that will be built to connect Red City with Bluetown.

Which route would be the least expensive to construct?

_____ C _____

Give two reasons why the route you chose would be the least expensive.

1. _Because there's no rivers or mountains to go over_ _____

_____

2. _Because it's on flat land_ _____

Level:

Complete (3)

5. Look at the map above, which shows three possible routes for a railroad line that will be built to connect Red City with Bluetown.

Which route would be the least expensive to construct?

_C_

Give two reasons why the route you chose would be the least expensive.

1. It does not go up into the mountains and over roads

2. It goes out more than the other 2

Level:

Partial (2)

Student Sample Responses

5. Look at the map above, which shows three possible routes for a railroad line that will be built to connect Red City with Bluetown.

Which route would be the least expensive to construct?

(A) would be the least

Give two reasons why the route you chose would be the least expensive.

1. you would get to Bluetown faster.

2. You wouldn't have to use to much wood and supply.

Level:

Inappropriate (1)

9. What is the dominant trend shown in the graph?

The dominant trend shown in the graph is that the United States citizen departures are rising to go to Europe.

Give two major reasons for the trend shown.

One major reason is that a lot of trade happens over there in Europe. Another reason is that people know how the money to fly over there to Europe for a vacation

Level:

Complete (3)

9. What is the dominant trend shown in the graph?

Over the years more and more people have begun to travel mostly because of the modernization of air planes a means of travel. → via air, via water

Give two major reasons for the trend shown

Trains, planes, and boats have be modernized and updated so that it's more comfortable and convenient for people to travel.

Level:

Partial (2)

Student Sample Responses

9. What is the dominant trend shown in the graph?

IT IS GOING UP THEN DOWN THEN
BACK UP AGAIN. IT GETS HIGHER
FROM THE BEGINNING TO THE END.
IT SHOWS THE DEPARTURES FROM
1948 - 1991 OF CITIZENS DEPARTING.

Give two major reasons for the trend shown.

1. TO SHOW IN 1948 IT WAS LIKE MAYBE
ONE MIL, THEN IN 1991 IT WENT UP TO ALMOST
7 MILLION.
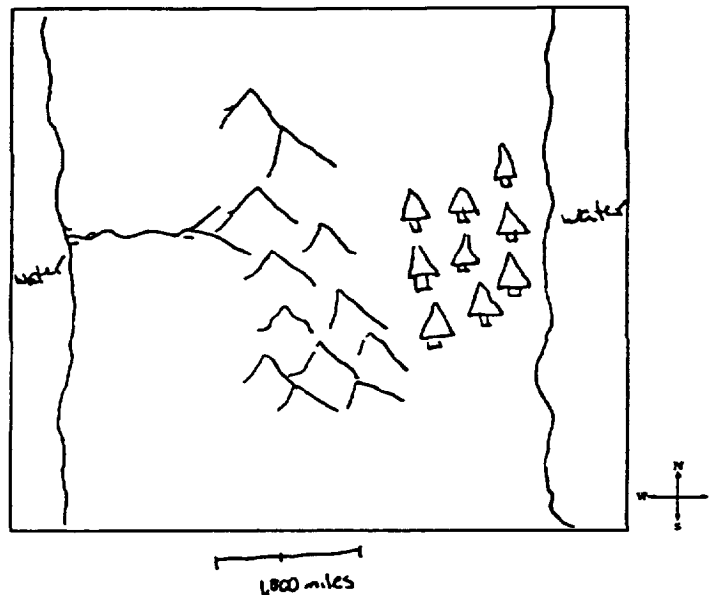2. ALMOST 8 MILLION DEPARTURES BY
THE YEAR 1990, THEN WENT DOWN
A LITTLE.

Level:

Inappropriate (1)

11. After we anchored our ships in the ocean and went ashore to explore, we marched west. The forest was so thick we could only travel three miles in the first two days. Then we came to the mountains and climbed to the top. A rushing river flowed west out of the mountains. We continued to march two miles west and came down out of the mountains. Two miles further we came to the coast. It was obvious that the area we were exploring was an isthmus.

In the box below, draw a map of the region described above. Be sure to include all of the geographical elements mentioned in the description. Include a scale to intricate distances.
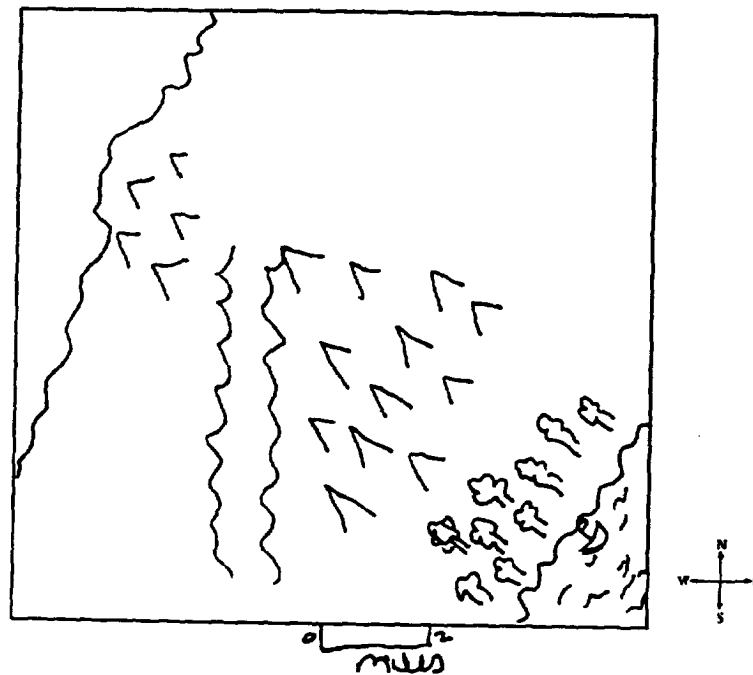

Level:

Complete (4)

11. After we anchored our ships in the ocean and went ashore to explore, we
marched west The forest was so thick we could only travel three miles in
the first two days. Then we came to the mountains and climbed to the top.
A rushing river flowed west out of the mountains. We continued to march
two miles west and came down out of the mountains. Two miles further we
came to the coast. It was obvious that the area we were exploring was an
isthmus.

In the box below, draw a map of the region described above. Be sure to include
all of the geographical elements mentioned in the description. Include a scale to
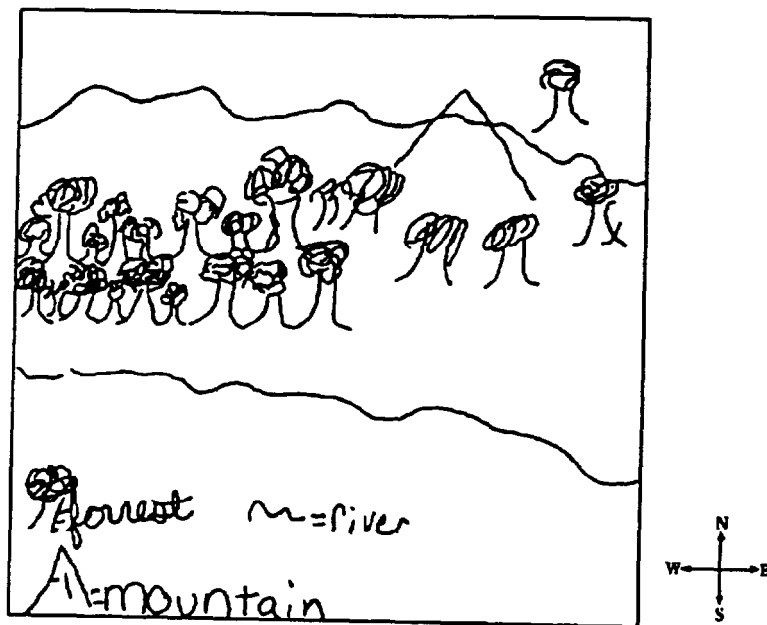indicate distances.

Level:

Essential (3)

11. After we anchored our ships in the ocean and went ashore to explore, we marched west. The forest was so thick we could only travel three miles in the first two days. Then we came to the mountains and climbed to the top. A rushing river flowed west out of the mountains. We continued to march two miles west and came down out of the mountains. Two miles further we came to the coast. lt was obvious that the area we were exploring was an isthmus.

In the box below, draw a map of the region described above. Be sure to include all of the geographical elements mentioned in the description. Include a scale to indicate distances.
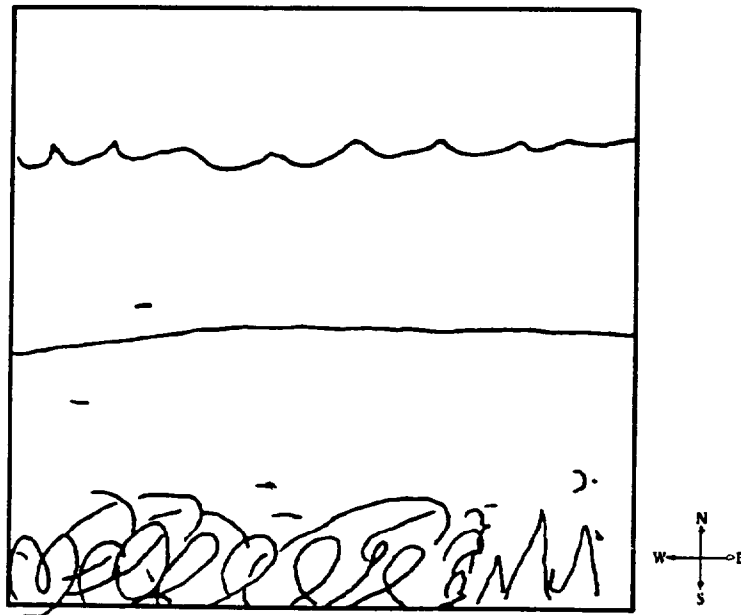

Level:

Partial (2)

11. After we anchored our ships in the ocean and went ashore to explore, we marched west. The forest was so thick we could only travel three miles in the first two days. Then we came to the mountains and climbed to the top. A rushing river flowed west out of the mountains. We continued to march two miles west and came down out of the mountains. Two miles further we came to the coast. It was obvious that the area we were exploring was an isthmus.

In the box below, draw a map of the region described above. Be sure to include all of the geographical elements mentioned in the description. Include a scale to indicate distances.

Level:

Inappropriate (1)

13. Environmental issues are viewed differently by people in different circumstances. Explain how the artist makes this point in the cartoon.

Because a tree gives shade and the driver needs it to cover his house. so the sun won't come inside.

Level:

Inappropriate (1)

13. Environmental issues are viewed differently by people in different
circumstances. Explain how the artist makes this point in the cartoon.

The artist says that developed
countries are condeming underdeveloped
countries for cutting down tree
because it adds to the greenhouse
effect. But the developed countries
are driving cars and polluting the
atmosphere. The actists are saying
the developed countries are hypocrits.

Level:

Complete (4)

13. Environmental issues are viewed differently by people in different circumstances. Explain how the artist makes this point in the cartoon.

The man chopping the tree is riding a mule. The man telling the other man not to chop down the tree is in an automobil and is causing pollution. In a way they are both hurting the ozone.

Level:

Essential (3)

13. Environmental issues are viewed differently by people in different circumstances. Explain how the artist makes this point in the cartoon.
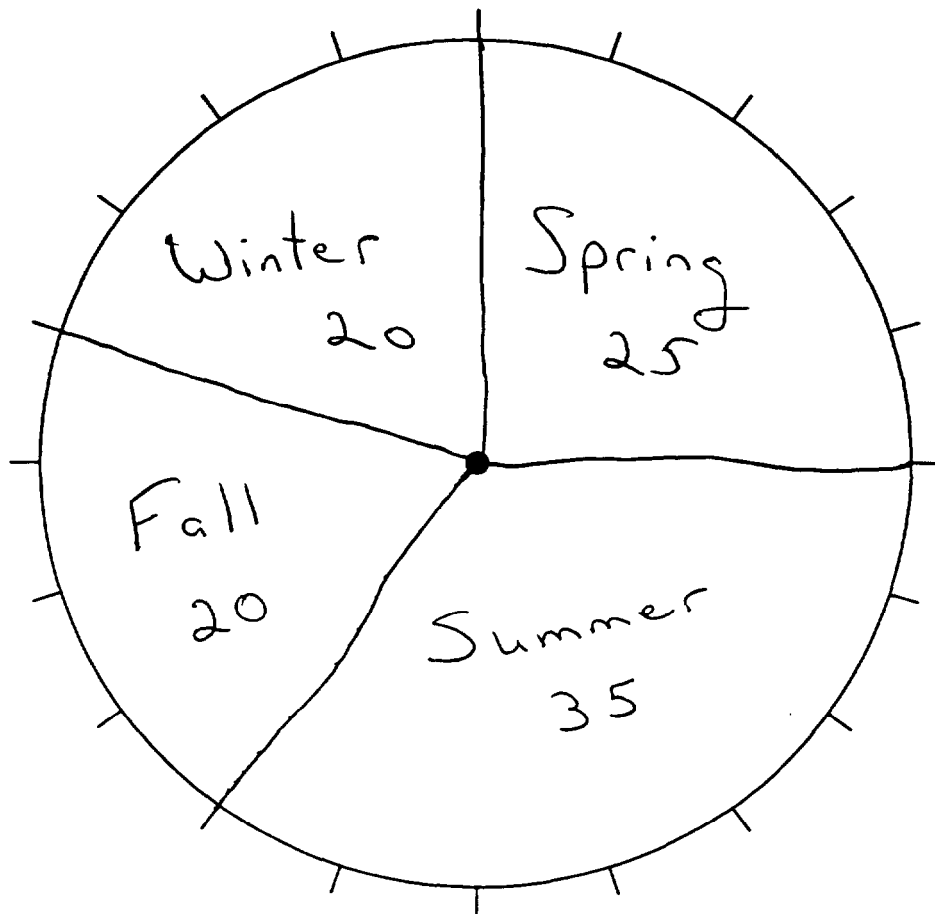
The man who the driver is talking too wants to cut down the tree and by doing this the greenhouse effect will increase causing summers to be hotter.

Level:

Partial (2)

16. Use the information in the table above to construct a pie chart on the figure below. Be sure to label all information. You may use your ruler to draw the chart.

Level:

Complete (3)

16. Use the information in the table above to construct a pie chart on the figure below. Be sure to label all information. You may use your ruler to draw the chart.

Level:

Partial (2)

16. Use the information in the table above to construct a pie chart on the figure below. Be sure to label all information. You may use your ruler to draw the chart.
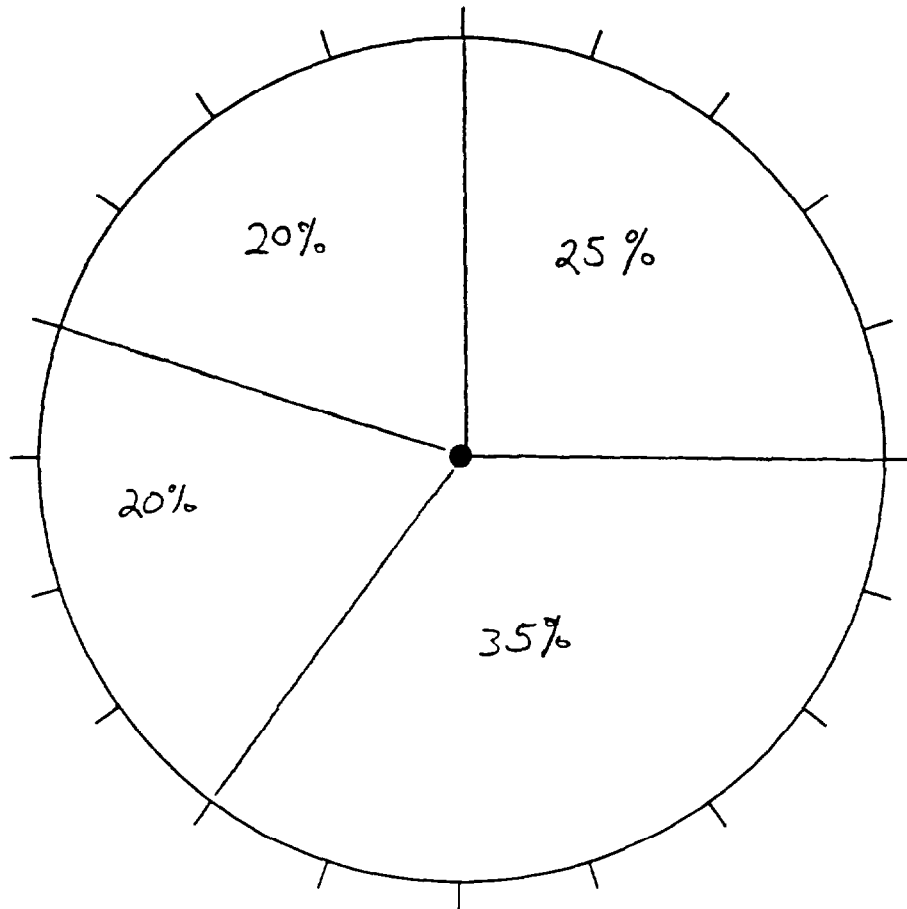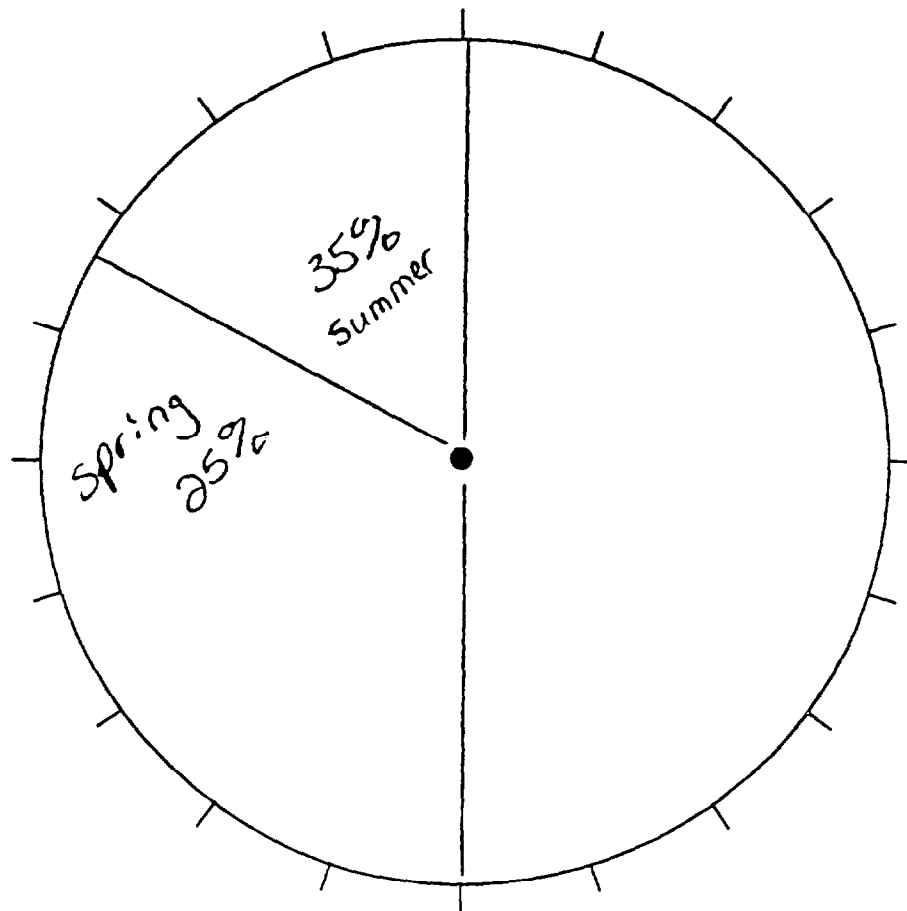
35% Summer

Spring 25%

Level:

Inappropriate (1)

In this section, you will have 25 minutes to answer 14 questions. All questions are based on the atlas that you have been provided. Mark your answers in your booklet. Fill in only one oval for each question or write your answer on the lines. In some of the questions you may be asked to draw a map or a chart. You will be given a space to draw your answers for questions of this sort. You have been given a ruler to help you measure distances on maps and to help you draw. You may use this ruler whenever you wish. Please think carefully about your answers. When you are writing your answers, be sure that your handwriting is clear.

For this section you will be working with an atlas. Use the atlas to help you answer all the questions in this section.

Do not go past the **STOP** sign at the end of the section. If you finish before time is called, you should go over your work again.

PLEASE TURN THE PAGE AND BEGIN NOW.

1. Open the atlas to the world map showing land use on page 14.

   Which of the following continents has the most manufacturing and trade?

   A Australia

   B Europe

   C Africa

   D South America   BO001934

2. If you wanted to find out which page in the atlas had a map that showed the city of Dakar, where would you look?

   A The World Map Projections pages

   B The Index

   C The World Facts page

   D The Earth Notes page   BO001936

Questions 3-5 are based on the maps of Africa on pages 60-63 of the atlas.

3. Look at the physical map of Africa on page 60. Which region in Africa has the highest elevations?

    A Northern coast

    B Western coast

    C Southwestern

    D Eastern

4. Look at the political map of Africa on page 61. Of the following four cities in southern Africa, which is a national capital?

    A Luanda, Angola

    B Durban, South Africa

    C Kananga, Zaire

    D Bulawayo, Zimbabwe

5. Look first at the political map of Africa on page 61, and then look at the population map on page 63. Which country in West Africa is the most densely populated?

    A Liberia

    B Mauritania

    C Mali

    D Nigeria

6. Look at the map on the top of page 65. What is a reason why the countries surrounding the Persian Gulf are important to many other countries in the world?   BO001942

_____

_____

_____

_____

_____

7. Look at the population and landscape map of China on page 72 of the atlas.

What area of the country is densely populated (crowded)?

_____

_____

Give two reasons why this area of the country is densely populated.   BO001944

_____

_____

_____

8. Look at the three maps of Canada on pages 38 and 39 of the atlas. Give two reasons why the major highways are mostly in the southern part of the country.
                                                                    BO001945

_____

_____

_____

_____

_____

GO ON TO THE NEXT PAGE

9. Look at the world map on pages 6 and 7 of the atlas. What two units of measurement are used on this map to show distance?

   A Feet and meters

   B Miles and kilometers

   C Square miles and square kilometers

   D Inches and millimeters   BO001946

10. Look at the maps of South America on page 48 of the atlas. Which area of South America gets over 80 inches of rainfall each year?

   _____

   _____

   _____

   What is the natural vegetation of this area?   BO001947

   _____

   _____

   _____

GO ON TO THE NEXT PAGE

11. Look at the cross section of South America on page 49 of the atlas. Which of the following is the highest?

    A Lake Titicaca

    B Gran Chaco

    C Parana River

    D Brazilian Highlands   BO001948

12. Look at the bar graph on page 31. The graph shows United States energy production and consumption.

Using this graph, compare the United States consumption (use) of oil with its production of oil.

_____

_____

_____

Name one problem that this can cause for the United States.   BO001949

_____

_____

_____

Questions 13-14 are about the world map on pages 8 and 9 of the atlas.

BO001950

13. Which of these four countries is crossed by the equator?

A Bolivia

B Australia

C India

D Indonesia

BO001951

14. Which of these four countries is the furthest south?

A South Africa

B Uruguay

C New Zealand

D Zaire

BO001952

STOP

NAEP WORLD GEOGRAPHY CLASSIFICATION CODES

The NAEP World Geography classification codes provide detailed information about each item. This information is presented in seven fields:

Field 1:   **AGE/GRADE CLASSIFICATION**

1	Grade 4
1/2	Grade 4 and Grade 8
2	Grade 8
2/3	Grade 8 and Grade 12
3	Grade 12
1/2/3	All three grades

Field 2:   **CONTENT AREA**

I	Space and Place
II	Environment and Society
III	Spatial Dynamics and Connections

Field 3:   **SUB-CONTENT AREA**

This category varies depending on the choice in field 3. Possible choices are given below.

If field 3 is I:

A	Fundamental Place Geography
B	Fundamental Geographic Concepts and Methods
C	Fundamental Physical Geography
D	Fundamental Human Geography

If field 3 is II:

A	Unity
B	Limits
C	Implications of Technology
D	Perspectives

If field 3 is III:

A	Spatial Dynamics
B	Connections
C	Movement
D	Living Conditions

Field 4:   **COGNITIVE LEVEL**

          KNOW   Knowing
          UNDER   Undemanding
          APPLY   Applying

Field 5:   **RESPONSE TYPE**

          MC   Multiple Choice
          SA   Short Constructed-Response
          EA   Extended Constructed-Response

Field 6:   **RESPONSE FORM**

          NA   Not Applicable; Multiple Choice
          WRIT   Written Response
          PROD   Production
          COMB   Combination of Written/Production

Field 7:   **STIMULUS TYPE**

          MAP   Map
          GLOBE   Globe
          CHART   Graph/Chart
          TABLE   Table
          PHOTO   Photograph
          ATLAS   Atlas
          TEXT   Text
          COMBO   Combination
          OTHER   Other Stimulus

1994 Geography Items

GRADE: 08   BLOCK: 25G7

ITEM	NAEP ID	SHORT DESCRIPTION	KEY	CONTENT	PROCESS	P-VALUE	RELEASE STATUS
1	G011101	CONTINENT WITH MOST INDUSTRY/TRADE MC	2	3	1	0.780	P
2	G011201	ATLAS: HOW TO FIND DAKAR MC	2	1	1	0.904	P
3	G011301	AFRICA MAP: WHICH REGION IS HIGHEST MC	4	1	1	0.652	P
4	G011302	AFRICA MAP: WHICH IS A CAPITAL MC	1	3	1	0.603	P
5	G011303	AFRICA MAP: MOST DENSE POPULATION MC	4	3	2	0.520	P
6 A	G011401	PERSIAN GULF MAP: COUNTRY IMPORTANCE OE	2	3	3	0.730	P
7 A	G011501	CHINA MAP: WHY CROWDED IN ONE AREA OE		3	2	0.622	P
8 A	G011601	CANADA MAP: WHY ROADS IN SOUTH OE		3	2	0.699	P
9	G011701	WORLD MAP: DISTANCE UNITS MC	2	1	1	0.632	P
10 A	G011801	SOUTH AMERICA MAP: WHERE MOST RAIN OE		2	1	0.770	P
11	G011901	S. AMERICA MAP: WHICH PLACE HIGHEST MC	1	1	1	0.669	P
12 A	G012001	EAR GRAPH: USE/PRODUCTION OF OIL OE		3	3	0.653	P
13	G012101	WORLD MAP: WHICH COUNTRY ON EQUATOR MC	4	1	1	0.658	P
14	G012102	WORLD MAP: COUNTRY FURTHEST SOUTH MC	3	1	1	0.551	P

Content: 1 = Space & Place   **Process:** 1 = Knowing
              2 = Environment & Society   2 = Understanding
              3 = Spatial Dynamics & Connections   3 = Applying

Item Number: 1   Accession   Number: BO001934
Key: B
Classification Codes:
1/2   III   D   KNOW   MC   NA   ATLAS

Item Number: 2   Accession   Number: BO001936
Key: B
Classification Codes:
1/2   I   B   KNOW   MC   NA   ATLAS

Item Number: 3   Accession   Number: BO001938
Key: D
Classification Codes:
1/2   I   C   KNOW   MC   NA   ATLAS

Item Number: 4   Accession   Number: BO001939
Key: A
Classification Codes:
1/2   III   B   KNOW   MC   NA   ATLAS

Item Number: 5   Accession   Number: BO001940
Key: D
Classification Codes:
1/2   III   D   UNDER   MC   NA   ATLAS

Item Number: 6   Accession   Number: BO001942
Key: NONE
Classification Codes:
1/2   III   B   APPLY   SA   WRIT   ATLAS

Item Number: 7   Accession   Number: BO001944
Key: NONE
Classification Codes:
1/2   III   A   UNDER   EA   WRIT   ATLAS

Item Number: 8   Accession   Number: BO001945
Key: NONE
Classification Codes:
1/2   III   B   UNDER   SA   WRIT   ATLAS

Item Number: 9   Accession   Number: BO001946
Key: B
Classification Codes:
1/2   I   B   KNOW   MC   NA   ATLAS

Item Number: 10   Accession   Number: BO001947
Key: NONE
Classification Codes:
1/2   II   A   KNOW   SA   WRIT   ATLAS

Item Number: 11   Accession   Number: BO001948
Key: A
Classification Codes:
1/2   I   B   KNOW   MC   NA   ATLAS

Item Number: 12   Accession   Number: BO001949
Key: NONE
Classification Codes:
1/2   III   C   APPLY   SA   WRIT   ATLAS

Item Number: 13   Accession   Number: BO001951
Key: D
Classification Codes:
1/2   I   B   KNOW   MC   NA   ATLAS

Item Number: 14   Accession   Number: BO001952
Key: C
Classification Codes:
1/2   I   B   KNOW   MC   NA   ATLAS

Q12G7
Item Number: 6   Key: NONE   Accession Number: BO001942

Classification Codes:
1/2   I I I   B   APPLY   SA   WRIT   ATLAS

Look at the map on the top of page 65. What is a reason why the countries surrounding the Persian Gulf are important to many other countries in the world?

Rationale Text:

Scoring Guide

Scoring Rationale: Student demonstrates ability to interpret map of Middle East.

3 -   **Complete.** The response mentions the fact that the countries surrounding the Persian Gulf region are important because of the number of oil fields located there.

1 -   **Inappropriate.** The response does not identify any reasons why the Persian Gulf is important to the rest of the world.

        Acceptable: petroleum, fossil fuel, oil, crude

        Not acceptable: gasoline, oil spill, OPEC, or inaccurate responses such as
                -- so the ships know where to take the oil
                -- they need oil

Q12G7
Item Number: 7   Accession Number: BO001944   Key: NONE

Classification Codes:
1/2   I I I   A   UNDER   EA   WRIT   ATLAS

Look at the population and landscape map of China on page 72 of the atlas.

What area of the country is densely populated (crowded)?

_____

_____

Give two reasons why this area of the country is densely populated.

_____

_____

_____

Scoring Guide

Scoring Rationale: Student displays an ability to interpret a population and landscape map of China by stating which area of the country is densely populated. The student also demonstrates an understanding of the causes of population density.

4 -   **Complete.** The response correctly identifies an area of population concentration (the east coastal area or Sichuan Basin). It explains this by drawing on <u>two</u> of the explanations given in the list below or gives some other appropriate response.

3 -   **Essential.** The response correctly identifies an area of population concentration (east coastal area or Sichuan Basin). It explains this by stating one of the explanations given in the list below or gives some other appropriate response.

2 -   **Partial.** The response correctly identifies an area of population concentration, but does not correctly explain why the population is concentrated in certain areas in terms of the explanations given or some other appropriate response.

1 -   **Inappropriate.** The response does not correctly identify an area of population concentration as the east coastal area, or the Sichuan Basin, and does not explain the population pattern in terms of the explanations given below or some other appropriate response.

Q12G7

Item Number: 7   Map of China   Accession Number: BO001944

Acceptable areas of population concentration include:

> east coastal area
> southeastern area
> Sichuan Basin
> names of specific cities

Influences on Population Distribution

- Coastal areas have flat land, suitable for building and agriculture
    (flat land = lower or "normal" elevation)
- the coastal area allows trade with other countries
- the area has a lot of business, industry and manufacturing
- Oceans and rivers are important to settlement (if they specify a reason such
    as transportation, agriculture, household use, industry or fishing)
- Much of China is mountainous or desert and is not suitable to settlement
    (accept "not rocky" or "not dry land")
    ** Lump these together as one response--most land unsuitable
- Government administrative center; capital (also major cities)
- the area has a lot of agriculture
- technology
- services
- plenty of food = agriculture
- climate is milder or just climate or nice/better weather
- job availability
- travel
- port
- too poor to leave

NOTE: Response must be specific if they use the word "good". For example, do not
  accept "good land".

** One word responses were allowed.

List of unacceptable reasons:
- resources (too general)
- tourism
- by the sea, ocean, water (too vague)
- "good land"
- sea life
- elevation
- cheaper
- goods/stuff
- you can get to places
- reputation or being well known
- specific countries they are close to such as Japan

Q12G7
Item Number: 8   Accession Number: BO001945

Classification Code:
1/2   III   B   UNDER   SA   WRIT   ATLAS

Look at the three maps of Canada on pages 38 and 39 of the atlas. Give two reasons why the major highways are mostly in the southern part of the country.

Scoring Rationale: Student demonstrates understanding of why Canada's major highways are mostly in the southern part of the country by interpreting information contained in three maps of Canada.

3 -   Complete. The response gives two correct reasons. These may be drawn from the list given or include some other appropriate response.

2 -   Partial. The response gives one correct reason. The second reason, if present, is incorrect or trivial. For example, "people in the North cannot drive."

1 -   Inappropriate. The response does not identify any correct reasons for the concentration of highways in the south.

Credited responses could include:

- the population is concentrated in the south
- Most economic activity is in the south (may mention industry, agriculture, forestry (trees, lumber), livestock, business, ranching OR little or no commercial activity in north
- Climatic conditions make the north less conducive to habitation OR warmer in south
- Proximity to the United States border
- They link major cities
- The south is where the major cities are located

All responses must be based on the map information
One word responses are acceptable

Not Acceptable:
- "activity" (too vague)
- mountainous in north / harder to build roads in the north
- tourism
- "land use"
- iron as an economic activity
- a single city's name, e.g., Windsor

Q12G7
item Number: 10   Key: NONE   Accession Number: BO001947

Classification Codes:
1/2   I I   A   KNOW   S A   WRIT   ATLAS

Look at the maps of South America on page 48 of the atlas. Which area of South America gets over 80 inches of rainfall each year?

What is the natural vegetation of this area?

Rationale Text:
Scoring Guide

Scoring Rationale: Using two maps of South America, student demonstrates an ability to determine which area has over 80 inches of rainfall each year and recognizes that the area contains tropical rain forest.

3 -   **Complete.** The response correctly identifies one of the areas shown below. lt notes that tropical rain forests or rain forests grow in this area. If rain forest (tropical rain forest) is given as the answer to the 1st part of the question, the second part should contain a description such as trees and shrubs.

2 -   **Partial.** The response correctly identifies the location of the rainiest area or describes the vegetation, but does not do both.

1 -   **Inappropriate.** The response does not correctly identify the rainiest area as the northwest through central. It does not note that tropical rain forests grow in this area.

NB: If the first response is the southwest or Chile, then the type of vegetation should be mixed forest, mediterranean, or high mountain.

Credited Responses:

- area in the north, northwest, northeast, southern Andes region, equator, Amazon basin,
  Amazon rain forest, or the rain forest region as the rainiest area
- Peru, Ecuador, Columbia, Venezuela, Bolivia, Brazil, Chile
- purple area
- southwest (Chile)

NOTE: If the first response is the southwest or Chile, then the type of natural vegetation should be mixed forest, mediterranean or high mountain.

Accept trees, shrubs and plant as the vegetation ONLY if the area is designated as tropical rain forest or rain forest!

In general, accept a correct response as over-ruling an incorrect one. Look for even incorrect responses to come from the map.
EX: North and East (would accept for North)
     North, SW, Alaska and New York (did not accept)

Q12G7

Classification Code:
1/2   I I I   C   APPLY   SA   WRIT   ATLAS

Using the graph, compare the United States consumption (use) of oil with its production.

Name one problem that this can cause for the United States.

Scoring Guide:

3-   **Complete.** The response correctly explains that the United States consumes more oil
        than it produces. It may mention that the United States produces 17-18 quadrillion
        BTUs but consumes 33-34 quadrillion BTUs. It also explains that this can lead to a
        problem, such as those listed.

        ** Acceptable answers for production range between 15-20 and
           acceptable answers for consumption range between 30-35.
           Answers outside this range can not be scored a (3).

2 -   **Partial.** The response correctly explains that the United States consumes more oil than
        it produces, or it identifies a problem such as those given but it does not do both.

3 -   **Inappropriate.** The response does not explain that the United States uses more oil than
        it produces. It does not explain that this may cause a problem such as those listed.

GENERAL NOTE: For a (1) they must prove that they do not know, for a (3) they must prove
that they do completely understand even if there are minor problems with the language. For
borderline 1-2 responses, consider scoring it a (2). If borderline 2-3, consider scoring it at (2).

<u>Acceptable responses for the comparison</u>

- actual numbers (as given under score point of 3)

- a difference that is between 10 and 20 quadrillion BTUs
    (EX: We use 17 quadrillion BTUs more than we produce.)

- higher, more or greater if it is clear whether it is consumption or production
    (EX: We use more.)

<u>Credited Responses for the problem include:</u>

- Shortages
    - We'll run out
    - We need to buy it or import it
    - Lack of energy or lack of heat

- Dependence on foreign countries
    - have to buy oil from other countries

- Trade imbalance

- High cost of energy

<u>Unacceptable Responses for the Problem</u>

- We don't have a lot of oil

- Could lose money

- "We use way too much" or responses that indicate a dependence on oil in
  general, not due to producing less than we consume

- "It is higher" or responses which compare two numbers without clarifying
  the meaning such as "35 to 18"

- loss of oil

- taxes can go higher

- increases national debt unless it alludes to a trade imbalance

- war by itself

- serious mathematical errors as noted above (either reading graph incorrectly
  or calculating a difference or percentage without reasonable accuracy)

Student Sample Responses

6. Look at the map on the top of page 65. What is a reason why the countries surrounding the Persian Gulf are important to many other countries in the world?

The countries surrounding the Persian Gulf are very inportant because in that area are working oil fieds. Oil is worth a lot of mony.

Level:

Complete (3)

6. Look at the map on the top of page 65. What is a reason why the countries surrounding the Persian Gulf are important to many other countries in the world?

They get lots of water.

Level:

Inappropriate (1)

7. Look at the population and landscape map of China on page 72 of the atlas.

What area of the country is densely populated (crowded)?

The area that is very densely populated ins the eastern coast of china.

Give two reasons why this area of the country is densely populated.

Two reasons this area is densely populated because the national capital is near and it is close to the water so people can fish

Level:

Complete (4)

7. Look at the population and landscape map of China on page 72 of the atlas.

What area of the country is densely populated (crowded)?

The Eastern end of China is the most densley populated

Give two reasons why this area of the country is densely populated.

Because it is by the Yellow Sea, and it has better Climate is why this region is so densley populated.

Level:

Essential (3)

7. Look at the population and landscape map of China on page 72 of the atlas.

What area of the country is densely populated (crowded)?

The area that is is Shanghai because it has many people

Give two reasons why this area of the country is densely populated.

Many people live there and people from other countries might go there.

Level:

Partial (2)

7. Look at the population and landscape map of China on page 72 of the atlas.

What area of the country is densely populated (crowded)?

Asia

Give two reasons why this area of the country is densely populated.

more people

Level:

Inappropriate (1)

8. Look at the three maps of Canada on pages 38 and 39 of the atlas. Give two reasons why the major highways are mostly in the southern part of the country.

Population, manufacturing, and trade are the reasons why the major highways are mostly in the southern part of the country

Level:

Complete (3)

8. Look at the three maps of Canada on pages 38 and 39 of the atlas. Give two reasons why the major highways are mostly in the southern part of the country.

So they can come to the U.S. and trade goods, and other things.

Level.

Partial (2)

8. Look at the three maps of Canada on pages 38 and 39 of the atlas. Give two reasons why the major highways are mostly in the southern part of the country.

Because canada is more like dry lands

Level:

Inappropriate (1)

10. Look at the maps of South America on page 48 of the atlas. Which area of South America gets over 80 inches of rainfall each year?

the North area gets over 80 inches of rainfall.

What is the natural vegetation of this area?

It is Tropical rain forest

Level:

Complete (3)

10. Look at the maps of South America on page 48 of the atlas. Which area of South America gets over 80 inches of rainfall each year?

The southern pact of South America

What is the natural vegetation of this area?

Its tropical rainforest

Level:

Partial (2)

10. Look at the maps of South America on page 48 of the atlas. Which area of South America gets over 80 inches of rainfall each year?

South America

What is the natural vegetation of this area?

Mixed forest

Level:

Inappropriate (1)

12. Look at the bar graph on page 31. The graph shows United States energy production and consumption.

Using this graph, compare the United States consumption (use) of oil with its production of oil.

The United States consumes more
oil, than they make.

Name one problem that this can cause for the United States.

If other countries ever refused to sell
us oil, we would have an oil shortage,

Level:

Complete (3)

12. Look at the bar graph on page 31. The graph shows United States energy production and consumption.

Using this graph, compare the United States consumption (use) of oil with its production of oil.

It's use is 34 and
its production is 18

Name one problem that this can cause for the United States.

not very many
factors can be built.

Level:

Partial (2)

12. Look at the bar graph on page 31. The graph shows United States energy production and consumption.

Using this graph, compare the United States consumption (use) of oil with its production of oil.

It is either higher or just about the same.

Name one problem that this can cause for the United States.

It will use more than cold. Could lose money.

Level:

Inappropriate (1)